

Denison University



Catalog
78/79





Catalog

Denison University

1978-79 Academic Year

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Plan of Study

The faculty at Denison attempts to help students to become self-generating learners, affirms the central importance of intellectual achievement, expects students to achieve some understanding of the broad forms of intellectual activity through a program of general education and to achieve proficiency in some particular area of knowledge.

To these ends a graduate of Denison will have done at least the following:

- earned 127 semester hours of credit;
- earned a cumulative grade-point average of at least 2.0, both overall and in the major field;
- taken approximately 13 courses from a variety of areas of knowledge as a part of the general education program;
- majored in some area — either in a department or an individually-designed area;
- successfully completed a comprehensive experience in certain major fields;
- successfully participated in at least two January Terms;
- resided at Denison for at least six semesters.

Please note that qualifications and further clarification of these requirements appear in various following sections. These requirements apply to all students, unless otherwise noted in the following sections. Note exceptions, in particular, for Bachelor of Fine Arts and Bachelor of Music candidates.

Degrees Available at Denison

Bachelor of Arts

A candidate for the Bachelor of Arts Degree who majors in one department must successfully complete a minimum of 24 semester-hours of work. The *maximum number* of credit hours which may be taken in the major by the end of the junior year is 32. Hours in excess of 32 will not count toward the degree.

These maximums do not apply to an interdepartmental or individually designed major. Maximums in these cases are to be worked out with the student's adviser and others.

Bachelor of Arts candidates shall be free to plan their senior program, in consultation with their adviser, to suit individual needs as to depth and breadth of study.

Bachelor of Science

A candidate for the Bachelor of Science Degree may concentrate in any of the following fields: Biology, Chemistry, Earth Science or Geology, Mathematical Sciences, Physics (Astronomy), and Psychology.

A candidate for the Bachelor of Science degree may earn a maximum of 70 semester-hours in the major field and specified related area requirements. At least 24 hours must be earned in the major field.

A student who wishes to concentrate in a general field, rather than one department, shall take a minimum of 36 semester-hours from two or three closely related departments with not less than 15 semester-hours, ordinarily in sequence, in one of these departments. A student who wishes to concentrate in a general area must make his or her choice not later than the beginning of the junior year. Ordinarily the choice of a major in a single department is also made not later than the beginning of the junior year.

Bachelor of Fine Arts

A candidate for the Bachelor of Fine Arts Degree will major in art, dance, music or theatre and cinema and is required to take a minimum of 40 credit hours in that major. The program will be planned with a departmental adviser.

A student may design a joint or combined major involving more than one Fine Arts Department. In addition a student will take a minimum of 15 credit hours in any of the follow-

- ing areas, other than the major area of concentration: art history, dance, music, theatre, cinema, photography, studio art.

- Each student will take a minimum of 16 hours credit from the courses listed as a part of the general education program outside the fine arts, including one course each in The Sciences, Social Sciences and Humanities. Special procedures may apply to students who seek admission as BFA candidates.

Bachelor of Music

- A candidate for the Bachelor of Music Degree should make this decision known, if possible, when he or she is admitted to Denison, and certainly not later than the end of the freshman year.

- General Education requirements for the Bachelor of Music degrees in Applied Music, Theory-Composition, and Music Education must be taken from the following areas of the present General Education distribution system: one course in English, one in History, one in Fine Arts (other than in music), one in Philosophy or Religion, one in Social Sciences, and one in Science or Mathematical Sciences. In addition, the student must satisfy the present foreign language requirement, **excluding linguistics**. A minimum of three hours credit must be taken in each area. **For the Bachelor of Music Education degree, students must take at least 30 credit hours in General Education.**

- A student planning to teach Music in the public schools will elect Education 213, 217, 315-316, 415, and 420. (See Music departmental section of Catalog.)

Graduation With Honors

- A student who meets the general college requirements and the particular requirements for any one of the above degrees may graduate with Honors. There are three levels of Honors.

Highest Honors

- This highest distinction is accorded to students who earn a cumulative grade-point average of 3.8 and receive an A grade on their honors project and the recommendation of their major department or appropriate committee in the case of an interdepartmental major.

High Honors

- This second highest distinction is accorded to students who earn a cumulative grade-point average of 3.6 and receive an A grade on their honors project or who earn a cumulative grade point average of 3.8 and receive a B grade on their honors project. The recommendation of the major department, or appropriate committee in the case of an interdepartmental major, also is required for graduation with High Honors.

Honors

- This third distinction is accorded to students who earn a cumulative grade-point average of 3.6 and receive the recommendation of their major department or appropriate committee in the case of an interdepartmental major or earn a cumulative grade-point average of 3.4 and receive an A or B on their honors project and the recommendation of their department or appropriate committee.

- Please note: The grade point average is computed on the last six or eight semesters, whichever is higher. Departments will explicitly state, late in the second semester of the senior year, that the student is recommended for honors with no qualifications. This recommendation will be based in part upon the student's performance in departmental and related courses, and in part on his or her having exhibited an outstanding breadth and depth of understanding in the field of study. An Honors Project is a distinct and separate part of Honors and may not itself satisfy the requirement, nor be the factor on which the department makes its recommendation.

General Education

A life based on rational and humane self-determination, to which all liberal education aspires, requires those skills and understandings of ideas, principles, and methods most common to the major realms of modern knowledge.

In recognition of this need, Denison offers a program of General Education, usually fulfilled in the freshman and sophomore years. Students must take certain courses from this program regardless of major field. It is designed to expose the student to broad areas of knowledge that should contribute to the dual goals of vocational success and a happier, more intelligent mode of living.

In consultation with their advisers, students should devise an educational plan designed to bring together their own interests, the expectations of the faculty in the area of general education, courses related to the chosen major and additional elective courses.

In some cases courses from the general education area must be taken in the freshman or sophomore years. Furthermore, since we are eager to build on the academic work students have done before coming to Denison, students may either waive and/or receive credit in these areas by Advanced Placement or Proficiency Testing.

To fulfill faculty expectations in general education a student must choose from the specified courses in each of the following areas:

□ English and Literature

English 101 and one literature course offered by the departments of Modern Languages or in the Classical Studies Program.

□ Fine Arts

Choice of **one course** from Music 101, 115-116, 201, 202, 203, 207, 208; Theatre and Cinema 109, 201, 203, 324, 325, or 326; Art — any studio or art history course; Dance — any combination of 3 movement technique courses 131, 141, 151, or one of Dance 205, 206, 225, 323, 324.

□ Foreign Language

Proficiency at a certain level is required. It may be demonstrated in a variety of ways: successful completion of an advanced placement of proficiency test; at least four years of one foreign language in high school; various combinations of courses at Denison, depending on background and competence — from a three-credit course to two four-credit courses. The Foreign Language Requirement may be satisfied with a classical or modern language, (for details see Foreign Language Requirement later in this Catalog) OR by petition, a two semester course in Linguistics.

□ Philosophy and Religion

One course chosen from Interdepartmental 18; or Philosophy 101, to be taken in freshman year, or any other Philosophy course except 105; or Religion 101, 103, 211, 212, or 228 to be taken in the freshman or sophomore year.

□ Minority Studies/Womens Studies

One course selected from a list approved by the Academic Affairs Council.

□ Science

Three introductory one-semester courses in three different departments chosen from Astronomy 100; Biology 100, 110, 111, or 112; Chemistry 100 or 121; Geology 105 or 111; Mathematical Sciences 101 or 102; Physics 100 or 121; Psychology 101.

□ Social Sciences

Two courses chosen from Economics 100, any Political Science course, or Sociology and Anthropology 200, 202. (From two different disciplines.)

• □ **History**

- **One course** chosen from History 201, 202, 215, or 221.

• □ **Oral Communication**

- Proficiency in Oral Communication is required. This may be demonstrated through a special test during the freshman or sophomore year. If this is not done, one course must be chosen from the following: Speech Communication 101, 110, 113, 218, 221, 222, 223, 227, or 304, or Theatre and Cinema 121 or 123.

• □ **Recommended Course**

- In addition, a student must elect at least one 3- or 4-credit course from the following group but in a **different discipline** than that used to fulfill the other general education requirements:

- Fine Arts — any of the above listed courses or six semesters of Music 103.
- Mathematical Sciences 123 or Philosophy 105 or 312.
- Philosophy and Religion — any course at the 200 level or above to be taken in the junior or senior year.
- Social Sciences — any of the above listed courses.

- Please note:

- A course as referred to above may be for either 3 or 4 credit hours.
- These requirements vary for the BFA and BMus degrees.
- It may be that successful completion of a freshman or sophomore seminar may also meet some of the above requirements.

• **The Major**

- The Denison faculty believes the achievement of some competence within a particular field or in combined fields or some study of a particular issue or problem in depth is essential for an educated person. In discussions with their advisers, students should look ahead to possible majors and make their choices before entering the Junior year.

- Four options are available: the Departmental Major, the Interdepartmental Major, the Individually Designed Major, and the Concentration.

• **The Departmental Major**

- The following departmental majors are offered:

- Art
- Biology
- Chemistry
- Dance
- Earth Science (see Geology)
- Economics
- English — Literature or Writing
- Geology
- History
- Mathematical Sciences
- Computer Science
- Modern Languages — French, German, Russian, or Spanish
- Music — Applied Music, Music Education, or Theory and Composition
- Philosophy
- Physical Education
- Physics
- Political Science
- Psychology
- Religion
- Sociology and Anthropology

The particular requirements are described in the departmental section of the Catalog.

The Interdepartmental Major

There are seven interdepartmental majors. Some of these are fully developed. Others are in the process of being developed and a full description is not possible here.

A student may major in:

- Black Studies
- Classical Studies
- East European and Soviet Studies
- French Area Studies
- Latin American Area Studies
- Literature
- Urban Studies

Courses available in each of these majors are outlined in the departmental section of the Catalog.

The Individually Designed Major

Approval of a proposal for a major will be based on the following criteria:

- At least 20% of the total number of hours taken by the student must be in the program declared as a major.
- While there is no upper limit on the total number of courses which may be taken in an individually designed major, a student may take no more than 40 hours in one department for the BA and BS degree.
- The choice of the individually designed major is subject to the approval of the adviser and the appropriate committee of the Academic Affairs Council. The student should be sponsored by an adviser and other faculty consultants as they deem necessary.
- The major should include at least five courses which are other than directed or independent studies. The major should also include at least one directed or independent study suitable to the area of the proposed program.

Individually Designed Majors approved in the last two years include the following titles:

"The Psychology of Speech," "Communication, Man, and Society," "Science and Human Values," "American Subcultures," "Human Relations and Pre-Medical Science," "Morality and Patterns of Social Interaction," "American Studies," "Biology and Studio Art," "Japanese Studies," and "America and Europe — History and the Literary Imagination."

The Concentration

Within a department a student may concentrate in a particular area. This means that rather than taking the full variety of courses within a departmental major or working outside a department in an interdepartmental program, a student does a substantial part of work in a particular area of the departmental offerings.

The following concentrations are offered:

- Art History (Art)
- Astronomy (Physics)
- Communications
(English, Speech Communication, Theatre and Cinema)
- Education (all departments)
- Environmental Studies
(Economics, Political Science, Sociology and Anthropology, Psychology, Biology, Chemistry, Geology, Physics)
- Geophysics

- International Relations
(Political Science)
- Mass Media
(Speech Communication)
- Speech Science
(Speech Communication)
- Studio Art (Art)
- Urban Studies
(Sociology and Anthropology)

Most of these concentrations are described in the departmental listings. Descriptions of some of the concentrations follow:

International Relations Concentration

The International Relations concentration exists within the Political Science major. Students electing this concentration must therefore fulfill the requirements of the Political Science major detailed elsewhere in the Catalog.

After completing successfully the three 200-level courses in Political Science, students may take their remaining six Political Science courses entirely in the areas of International Relations and Foreign Policy. The total number of courses required for the International Relations concentration is 15. In addition to Political Science courses which may be applied toward meeting the concentration requirement, some combination of courses should be taken in History, Economics, and Modern Languages. These courses should emphasize international concerns.

Strongly recommended are Economics 216 (also Political Science 308, may be taken for credit in either department), Economics 100, 301, or 302, History 307, History 351, History 353, and History courses concentrating on Asia, Africa, and Latin America. Interdepartmental courses with distinct international orientations are also acceptable.

A particular interest not covered in existing course offerings may be pursued in depth through a directed study. One such project may be applied to the concentration, but will not count toward the Political Science major. Participation in a semester or year abroad program is especially recommended for students electing the International Relations concentration. This concentration is particularly designed for students interested in careers in public service, business, journalism, or other internationally focused occupations.

Environmental Studies Concentration

For the first time in history, man is being brought to face the real possibility that we are endangering our own future on earth.

It can be said that this threat results at least in part by man's increased feeling of isolation from the natural systems of the earth. The following program is an attempt to bring the student to see man as part of the living world, the one part most capable of significantly changing the whole ecosystem. It is not conceived of as a program emphasizing "pollution," but rather an attempt to convey the scope of ecological relationships. When man's place in these is considered, it is imperative that the bases of our value judgments be explored as well as those psychological, social, religious, and economic factors leading to population growth. Though pollution is not the theme, its control must be sought; hence it is mandatory that students become cognizant of the economic, political, and social significance of environmental change or environmental engineering. What is implied is a broadening of the liberal arts experience with a focus upon the relationship of the human population as a real part of the natural systems of the earth.

A student taking a concentration in Environmental Studies must satisfy the following requirements:

- In so far as possible, the student should choose courses related to Environmental Studies for satisfying the G.E. requirements. A list of those recommended is available from the Environmental Studies coordinator.
- The student will complete a major in one department chosen: Economics, Political Science, Sociology and Anthropology, Psychology, Biology, Chemistry, Geology, or

Physics. A major in another department may be possible with the approval of that department and the Environmental Studies committee.

- A minimum of 20 hours in addition to those courses needed to satisfy the G.E. or major requirements should be selected from among those courses recommended for this concentration. This list is also available from the coordinator.
- During the senior year students taking the concentration must enroll in Interdepartmental 441-442, Environmental Studies, a senior experience combining an independent project and a seminar. For students majoring in departments which require a senior seminar, these courses will replace the departmental seminar.

The program is flexible and can accommodate students with nearly any specific interest in the environment. Each individual program is planned by the student, the faculty representative of the Environmental Studies committee from the student's major department who serves as his or her adviser, and the Environmental Studies coordinator. Students planning to pursue a concentration in Environmental Studies should consult the coordinator as early as possible.

Educational Planning

Each incoming student is assigned a faculty adviser who counsels the student in planning his or her academic program.

During the first year of residence, a student is expected to begin planning his or her own program of study. This program should be suited to the student's particular needs, interests, life aspirations, and career plans. The offices of Student Personnel and Career Planning and the various academic departments, as well as the faculty adviser, will assist students with their planning.

The plan, based on Denison's tradition of liberal education, should include a statement of educational objectives relating to career plans and personal developmental goals, an analysis of high school and first semester Denison experiences and discoveries, a projection of course work and off-campus programs being considered, and a tentative choice of major.

Since education is an evolutionary process, students are encouraged to explore the breadth of opportunity at Denison in their early years on campus. Modification of academic goals, vocational plans, and prospective majors is common so students should not preclude from consideration any particular range of educational alternatives.

The student should update his or her educational plan annually and review it with his or her faculty adviser prior to May pre-registration.

The Comprehensive

The completion of a major shall normally include some experience designed to encourage the student to confront, in a substantial manner, the broad range of learning within his or her field.

Academic departments may, on the approval of their plans by the Academic Affairs Council, require majors to participate in this experience. A department requesting permission to require such an experience shall demonstrate how the proposed plans serve as a valuable part of the total educational program. Those departments not wishing to offer such an experience must justify this decision to the Academic Affairs Council and gain its approval. In developing these plans, the faculty associated with the particular major field shall systematically consult with students majoring in that field.

The means of evaluation of this experience shall be at the discretion of the department, although if the experience is required the faculty shall indicate the basis of the evaluation to the Council and to students participating.

If a department chooses a plan which requires a period of special study, followed by an exam or presentation, it may request permission from the Academic Affairs Council to have its students excused from final exams in that particular semester, with the exam period then coming immediately after the announced final examination period of the semester.

Special Academic Projects

Students have the opportunity to undertake Directed Studies, Senior Research, Honors Projects, and Independent Studies. These are explained below and specific examples of such recent work are listed in each academic department's section of the Catalog.

Directed Study

A student in good standing is permitted to work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when a student wishes to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not duplicate a course that is regularly offered. A student who wishes to elect a Directed Study must submit a written proposal no later than the close of the Registration day to an appropriate faculty member, who will review the proposal in consultation with his or her department. A proposal for Directed Study must be approved by the end of the first week of the semester in which it is to be undertaken. Directed Studies are to be taken for 3 or 4 credits.

Senior Research

A student may enroll for Senior Research in his or her final year at Denison provided he or she has not enrolled for Individual Work for Honors. Senior Research requires a major thesis, report or project in the student's field of concentration and carries eight semester hours of credit for the year. It may be converted to Individual Work for Honors if application is made at least five weeks before the end of classes in the spring semester. Semester hours of credit for Senior Research **shall not** be counted toward the maximum hours allowed in the student's major.

Honors Project

Any senior whose record during the four or six semesters preceding application shows at least a 3.4 grade-point average with the recommendation of his or her department may undertake a two-semester Honors Project in a specific topic related to his or her major field. Such a study must be recommended by the student's academic adviser and the departmental chairperson and approved by the Academic Affairs Council. If completed successfully, an Honors Project earns eight credit-hours towards graduation and the possibility of graduation with Honors.

Independent Study

Independent Study involves relatively undirected student effort in the pursuit of some clearly defined goals. In this effort a student may employ skills and information developed in previous course experiences or may develop some mastery of new skills.

A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project adviser. The approval must be submitted on the appropriate form to the Registrar at the time of registration and meet certain criteria.

The chief distinction between this option and the other three options for individual study is that an individual faculty member works with the student only prior to the initiation of the study or at its very beginning and at the completion of the study. Because one major goal of a liberal arts education should be to encourage and make possible independent study after the college experience, every Denison student will be encouraged to undertake at least one Independent Study project before graduation. A student may propose an extensive independent project up to the equivalent of a full semester's work. An Independent Study project which constitutes a student's total academic load in a given semester may be done either on or off the campus. Any proposal or combination of proposals to do independent work carrying more than four credit hours must be submitted to the Dean of the College and requires the advance approval of the special Independent Study committee of the Academic Affairs Council.

Examples of Independent Studies approved recently include:

"An Internship at the Tyrone Guthrie Theatre," "Bedford-Stuyvesant: A Ghetto Enrichment Internship," and "The Realization of a Dream: An Encounter with Solitude,

Loneliness, Creativity, and Strangers in Small Communities through Historical Study, Photography, Reading, and Writing while Backpacking."

Dean's List

A student earning a superior academic average is placed on the Dean's List and notice of this accomplishment is sent to the student's hometown newspaper(s).

Academic qualifications for inclusion on the Dean's List require that a 3.500 academic average be maintained for each semester of an academic year with no D's, F's, U's, I's, and that a minimum of 12 academic hours be completed each term for a grade.



Registration & Academic Regulations

Registration

Registration is the formal enrollment in the college, and in registering, the student subscribed to **all** the regulations, terms, and conditions — academic and financial — set forth in this **Catalog**. A student must, therefore, register **in person** during the scheduled registration period each semester.

Normal Registration

A normal load is set at 16 semester-hours of credit per semester. This total should include the appropriate requirements. The normal academic load enables a student to meet the graduation requirements within eight semesters. A student who pays regular tuition charges is permitted to audit, without additional cost, one course a semester for which no credit may be claimed.

Reduced Registration

This classification is recommended for a student who for any reason cannot carry a normal schedule satisfactorily. If reduced registration is advisable, a student may be required to carry a schedule of 12 to 14 credit hours and be asked to devote an extra semester to fulfill the graduation requirements. Without special permission from the appropriate Dean of Students, 12 hours shall be minimum registration for any regular student. With special permission a regular student may register for 9 to 11 credit hours.

Excess Registration

The payment of tuition for fall and spring semesters of any given academic year entitles a full-time regular Denison student to 35 credit hours (exclusive of chapel, convocation, and Experimental College credit) in that year. Students who enroll in courses that involve more than 35 hours for the two semesters of the academic year will be billed for excess hours early in the spring semester. Averaging is permitted only over the two semesters of an academic year. Students who are enrolled on a full-time basis for one semester only of an academic year will be billed for hours in excess of 17. (See College Cost section of catalog for the fee.)

Additional Credit

With the consent of the instructor and fulfilling of the required grade-point average a student may register for an additional hour of credit in a course beyond the introductory level. The instructor will specify the nature of the extra work required by the additional hour.

Partial Registration

A regular student, with the permission of the appropriate Dean of Students, may take a part-time schedule of eight or fewer academic semester-hours of credit.

Special Registration

Persons living within commuting distance of the campus, certain foreign students who wish to take for credit or to audit certain courses of special interest but who are not degree candidates, and to certain graduates wishing to take post-graduate work special registration is open. A **special student** may not register for more than 8 credit-hours of academic work except by permission from the Registrar's Advisory Committee. A special student desiring credit must submit appropriate credentials to the Office of Admissions. If after two semesters a special student has failed to maintain a 2.0 average, his or her special standing shall be terminated.

Changes in Registration

A student may change his or her registration during the first two weeks of a semester only with the consent of his or her academic counselor and proper notification to the Registrar.

Late Registration

Failure to complete registration at the time scheduled entails payment of a special fee of \$10. Advance registration not completed at time scheduled is subject to late fee of \$10. The student who has not completed his or her advance registration or by the deposit refund deadline in the second semester shall forfeit his or her deposit(s). (See College Costs.)

Transcript Fees

Fees for transcripts of a student's record are: the first transcript shall be issued without charge. Each additional copy is \$1 for currently enrolled students at Denison; \$2 for former students.

Student Classification

Classification of students is determined by the amount of academic credit earned.

- **Freshman Standing** — A student is classed as a freshman unless he or she is deficient in more than one unit of preparatory work.
- **Sophomore Standing** — A student must have 26 semester-hours of credit.
- **Junior Standing** — A student must have 60 semester-hours of credit.
- **Senior Standing** — A student must have 94 semester-hours of credit.

Eligibility Rule

A regularly enrolled student registered on a full-time basis (normally 12 semester-hours or more) shall be eligible to participate in all college and intercollegiate activities. The student whose scholastic record falls below a 2.0 average shall participate only after consultation with and approval by his or her counselor, the director of the activity, and the appropriate Dean of Students, regarding the extent of his or her participation in extracurricular activities.

By rule of the Ohio Conference freshmen are eligible to participate in intercollegiate athletics.

Recognition of Credit Earned Elsewhere

Resident Transfer Credit will be honored only if taken at an accredited college or university and only if the student submits an official transcript of credit **prior to** or at the time of the next succeeding registration at Denison. (This applies also to summer school credits earned elsewhere.) If a student achieves an over-all average of less than 2.0 for courses taken in summer school, credit for courses passed with a grade of C or better shall be given only at the discretion of the Registrar's Advisory Committee.

Grades Earned Elsewhere

Grades received at another institution shall not be computed into the Denison quality-point average, or be used to remove Denison quality-point deficiencies except by petition to and favorable action by the Registrar's Advisory Committee. Denison will not accept below C grade work on transfer from another institution.

Extension or Correspondence Study

Courses taken by extension (in an officially designated extension center of an accredited college or university) are credited on the same basis as resident transfer credit (see above). Courses taken by correspondence are not accepted for credit at Denison.

Withdrawal From Courses

To withdraw from a course a formal report must be signed by the student's adviser and presented to the Registrar. No record will be made if a student receives permission to withdraw from a course before the end of the seventh week of classes. No withdrawal from a course is permitted after the seventh week of classes. A student who withdraws from a course without official permission will receive a grade of F (failure) on his or her permanent record.

Withdrawal From the College

A student who finds it necessary to leave Denison before the close of the semester must, in order to receive an honorable dismissal, report to the appropriate Dean of Students and arrange for an official withdrawal. No grades will be recorded if a student withdraws from the college before the end of the seventh week of classes. Except in cases of illness and/or by permission of the Registrar's Advisory Committee grades of F (failure) will be entered on the permanent record of the student who withdraws from Denison.

The college may, whenever in its judgment such action is for the best interest either of the student or of the student body, dismiss or refuse to enroll any student.

Registration Procedure

A student must complete his or her advanced registration and also final registration at the times scheduled to avoid payment of a fee for late compliance.

No student will be admitted to any class later than the second week of the semester.

Advance Registration

All enrolled students prepare a detailed schedule of courses with the assistance of a departmental chairperson or faculty counselor during a designated week in the preceding semester. Freshmen register early by personal conference on campus or by mail in the summer preceding entrance to Denison.

Registration

On Registration Day a copy of the final detailed schedule of classes as described above is deposited with the Registrar's Office providing payment of the prescribed fees has been made that day or earlier at the Cashier's Office.

Special Academic Regulations

Grading System

Beginning with the fall semester of the 1976-77 academic year, plus and minus grades carry the following weights in the computation of grade-point averages.

A+	4.0 for each credit-hour.
A	(Excellent) 4.0 for each credit-hour.
A—	3.7 for each credit-hour.
B+	3.3 for each credit-hour.
B	(Good) 3.0 for each credit-hour.
B—	2.7 for each credit-hour.
C+	2.3 for each credit-hour.
C	(Fair) 2.0 for each credit-hour.
C—	1.7 for each credit-hour.
D+	1.3 for each credit-hour.
D	(Passing) 1.0 for each credit-hour.
D—	.7 for each credit-hour.

F	(Failure) 0 for each credit-hour.
I	(Incomplete)
S	(Satisfactory) 0 for each credit-hour.
U	(Unsatisfactory) 0 for each credit-hour.
WF	(Withdrawn Failing)
WP	(Withdrawn Passing)
CR	(Credit) 0 for each credit-hour.
NG	(No Grade Reported).

Grade-point averages will not be recorded on the basis of plus or minus grades given before the fall semester, 1976-77.

Incomplete Grade

An incomplete grade in a course may be granted only by permission from the Registrar's Advisory Committee. The student must petition the Committee giving the reasons for an extension of time. The statement shall be signed by the instructor of the course.

Satisfactory/Unsatisfactory Evaluation

Juniors and seniors may elect to take one course per semester, not in their major field, on a Satisfactory-Unsatisfactory basis with the mutual agreement of the instructor and department involved. A few courses are offered to everyone on a S/U basis and such courses are not included in this restriction.

Academic Probation

If a student's cumulative grade-point average is less than 2.0 at the end of any semester, he or she will be on academic probation. The student will be continued on academic probation until his or her cumulative grade-point average is 2.0 or above. The student whose semester grade-point average is less than 2.0 while on academic probation is suspended for academic deficiency. If a student is granted deferred academic suspension he or she must make up one half of the deficient quality points in the next semester or the number of quality points designated by the Registrar's Advisory Committee.

Sophomore and junior students on academic probation at the end of the academic year shall be readmitted for the fall semester only through petition to — and favorable action by — the Registrar's Advisory Committee. (This includes the student who is on probation at the end of his or her fourth semester of college but does not qualify for junior standing on the basis of credit-hours earned, but does not include the student who completes his or her third semester of college at the end of the academic year). These policies apply also to the student of the same classification who wishes to return to Denison after having withdrawn while on probation.

Residence Requirement

To be a candidate for a Denison degree a student who enters Denison as a freshman must complete six semesters at Denison, and a transfer student must complete the last two full years (or the last four semesters) at Denison. Generally, all students, except those enrolled in recognized pre-professional 3-2 programs, must complete the last two semesters at Denison, although exceptions may be made by the Registrar's Advisory Committee.

Special Student

A special student may not register for more than 8 credit-hours of academic work except by permission from the Registrar's Advisory Committee. A special student desiring credit must submit appropriate credentials to the Office of Admissions. If after two semesters a special student has failed to maintain a 2.0 average, his or her special standing shall be terminated.

Academic Suspension

A student failing to make a C average while on academic probation will be suspended. At the end of the first semester the student may petition the Registrar for deferment of his or her suspension until June and request permission to enroll for the second semester. If the

suspension is deferred by the Registrar, the student must, during the second semester, reduce his or her point deficiency by one-half or the amount designated by the Registrar's Advisory Committee to be eligible for return in the fall. Any student who falls below a 1.0 grade-point average in any semester will be suspended.

Eligibility for Re-Enrollment

A student on academic suspension who has shown marked improvement over his or her Denison record in work taken at some other accredited college or university or can present evidence of a maturing nonacademic experience may petition the Registrar for reinstatement, this petition to be submitted through the Office of the appropriate Dean of Students.

A former student, who was in good academic and social standing when he or she left the College, may be readmitted to Denison by writing to the appropriate Dean of Students and by repayment of the \$25 registration deposit.



Annual Costs

	<i>Actual</i> 1978-79	<i>Projected</i> 1979-80
Tuition	\$3,995	\$4,300
Activity fee	\$ 240	\$ 260
Board	\$ 785	\$ 835
Room	\$780-935	\$830-995

Each student on full tuition pays about \$970 less than his or her actual educational expenses. Gifts from alumni, parents, and friends supplement endowment and other income to enable the College to meet this difference. How long Denison and similar colleges and universities seeking to provide an education of high quality can postpone additional charges for tuition is clearly dependent upon the increasingly generous support of alumni, parents of present students, and other friends.

The College reserves the right to make changes in costs at the beginning of any semester by publication of the new rates for tuition and activity fee three months in advance, and for board and room one month in advance of their effective date.

Tuition

The \$3,995 annual tuition permits a student to take from 9 to 17 hours each semester. An additional charge of \$125 is made for each registered hour in excess of 17 hours for one semester or 35 hours over two semesters in the same academic year. A part-time student is charged \$125 for each semester-hour of credit. The semester tuition covers the January Term if the student is enrolled for the fall semester or the ensuing spring semester at Denison.

Activity Fee

The \$240 activity fee provides basic support to the Student Health Service, the College Union, and the Denison Campus Government Association (student government at Denison) and student organizations DCGA sponsors. It also enables through partial support the offering of student programs such as concerts, plays, guest lectures, other activities of a social and recreational nature, and athletics. Payment of this fee entitles a student to receive the campus weekly newspaper and the literary magazine.

Board

Meals are served in the college dining halls throughout the academic year except during vacations. The charge for board is \$785 a year. A five-day board plan is also available at \$765 a year. There is an additional board charge for students living on campus during the January Term. Saga Food Service, Inc., the largest collegiate food operator in the nation, assumed responsibility for the operation of Denison's food service in 1967.

Room Rent

If two or more students room together, the rent for each student is \$780 a year. The price of a single room is \$935 a year. There is no additional room charge for residing on campus during the January Term if a student is a dormitory resident for the fall semester or the ensuing spring semester at Denison. **No room is rented for a shorter period than one semester.** Students will be charged for any damage to the furniture or the room beyond ordinary wear.

Other Fees

Auditing Classes

The privilege may be granted to any student. A regularly-enrolled full-time student may be permitted to audit one course each semester without additional fee and without academic

- credit. In all other cases, an auditor shall pay a sum equal to one-half the tuition rate paid by a part-time student.

“ **Off-Campus Programs**

- An administrative fee of \$125 per semester is charged to each student participating in an off-campus program.

• **Books and Supplies**

- The cost of books and supplies is estimated at \$100-\$120 a semester. Cash or check payments are required for all purchases at the Bookstore. Credit is not extended.

• **Department of Music Fees**

- Music fees are required of a student taking private lessons in Applied Music, unless the student is majoring in music. A surcharge of \$95 per half hour or \$190 per hour per semester, including the necessary practice-time, is assessed per person for applied music lessons.

- Any student paying regular tuition may attend **classes** (not private lessons) in **voice or instrumental music** without extra charge.

- Any student who is a music major and has played an instrument in the Concert Band or Licking County Symphony Orchestra or who has sung in the Denison Singers for four semesters may take private lessons on his or her instrument or voice without payment of this fee.

• **Special Fees**

- A materials fee of \$15 per semester is charged for courses such as ceramics, sculpture, printmaking, and photography where the student becomes the owner of tangible items created.

- Special fees for certain activities not normally included in the curriculum, such as karate, horseback riding, etc., are charged to participating students.

• **Health Service**

- This service includes hospitalization up to three days a semester (exclusive of medical and surgical costs such as X-ray, services of special nurses and consultants, doctor's or nurse's calls to a student's room, special medicines, or the use of special appliances). **A charge of \$20 a day is made for hospitalization in excess of three days.** A group accident and sickness plan is also available to students. The Cashier mails details of this plan to students in the summer.

• **Enrollment Deposit**

- Effective with the 1979-80 academic year, a \$125 enrollment deposit will be required of all returning students by May 1 prior to the new academic year (May 1, 1979). This deposit is credited to the student's account as an advance on tuition.

• **Damages Deposit**

- Each student living in a residence hall is required to pay a deposit of \$15. These deposits are used to cover on a pro rata basis charges for damages to public areas and furniture and furnishings therein, loss of College property in these areas, and uncollected toll telephone calls.

- The unexpended balance is refunded by crediting the student's account at the end of each year while at Denison and a direct refund made to the student upon graduation or withdrawal from the college.

• **Payment of Bills**

- All bills are payable in the Cashier's office. To help develop a sense of responsibility and a greater appreciation of the educational opportunity, the College has a policy of collecting bills from the student rather than from his or her parents.

- Semester bills are due August 1 for the first semester and January 2 for the second semester. Bills may be paid in advance. All other bills are due within 10 days from the date

presented. Bills past due are subject to a late payment fee of \$2. This fee is waived for sufficient cause explained to the Cashier before the payment due date. On request, a receipted bill is issued when the statement is returned.

A student is ineligible to attend classes unless his or her bills are paid when due. **A student will be denied an honorable separation, an official record of credits, or a diploma until all college bills are paid in full.**

Deferment

Deferred payment of one-half of the net amount due for the first semester is permitted until November 1, and for the second semester until April 1, as specified on the student semester bill. A service charge of \$10 per semester is made in event of deferment.

A monthly pre-payment plan and an extended repayment plan are available to parents of Denison students. Both plans also provide insurance for continued payment of educational expenses in case of death or disability of the insured parent. Details of these plans are sent to students as soon as they are accepted for admission.

Anyone wishing information in advance of this time should write to Insured Tuition Payment Plan, 6 St. James Avenue, Boston, Mass. 02116.

Refund or Forfeiture of Deposits

Withdrawal from the College at any time is official only upon written notice to the appropriate Associate Dean of Students. A request to the Registrar for a transcript of credits shall neither be considered a notice of withdrawal from the College nor a cancellation of a Room and/or Board reservation.

Room Deposit

Freshmen, transfer, and upper class students planning to live in University dormitories are required to pay a deposit of \$25.00 by May 1 in addition to the \$125.00 enrollment deposit.

Unless the deposits are forfeited or applied against outstanding student charges, they will be refunded after the student is graduated. Freshmen, transfer students, and returning students must notify the Student Personnel Office of their intent to withdraw in writing before the dates shown below to be eligible for a refund of the deposits:

	<i>Fall Semester</i>	<i>Spring Semester</i>
Enrollment deposit	May 1	December 1
Room deposit	August 1	December 1

Room deposits will be refunded if a student is granted permission to live in off-campus apartments or to move into a fraternity prior to the start of the second semester.

A student withdrawing (voluntarily or because of illness) or dismissed from the University during the academic year shall forfeit the enrollment and room deposits except in the case of a withdrawal which results in no refund of second semester charges after the appropriate time has expired in the refund tables.

Refund or Forfeiture of Tuition, Activity Fee & Room & Board

In the event of an official withdrawal, except because of illness, or dismissal after registration day, a student may receive a partial refund as follows:

Tuition, Activity Fee, and Room Charges

Withdrawal before the end of the respective full week of classes —

1st Week — 75%

2nd Week — 50%

3rd Week — 25%

Refunds of tuition, activity fee, and room are not made after the end of the third full week of classes.

In the event of withdrawal because of illness or dismissal, refunds of tuition, activity fee, and room will be based upon a 10% charge per week or part thereof of attendance.

• **Board Charge**

• A pro rata refund of the Board charge will be made following official withdrawal or dismissal from the institution as of the date the meal ticket is returned to the Cashier's Office based upon a schedule established each year.

• **Other Conditions**

• If a student withdraws after May 1 or December 1 because of illness, does not attend another college, and plans to register for a subsequent semester, the deposits are to be held. If the student does not register during the following two semesters, the deposits will be forfeited.

• The excess hours fee, fees for applied music lessons, or other course fees shall not be refunded after the fifth week in the case of a student withdrawing for any reason from a course or from the College.

• **Annual Costs**

• One-half the following charges are payable on August 1 and January 2:

• Tuition	\$3,995
• Activity Fee	240
• Room (double)	780*
• Board	785

• *Single Room — \$935

• **Foreign Language Requirement**

• This requirement may be satisfied (A) by the submission of proof of proficiency or (B) by taking language courses.

• A. Entering students will be given *credit* and/or *waiver* by meeting the following conditions:

• —*Credit* and *waiver* for a score of 700 on a College Board Achievement Examination.

• —*Credit* and/or *waiver* for adequate performance on a CEEB Advanced Placement Test.

• —*Credit* and/or *waiver* for successful completion of Proficiency Examination given each year in September before classes begin by the Department of Modern Languages (See Proficiency Examinations in Catalog.)

• —*Waiver* for four or more years of one high school language submitted for entrance to Denison.

• B. A year of high school language is usually considered equivalent to a college semester (111), 2 years of high school language to a college year (111-112), etc. If the student con-

tinues his or her high school language, the appropriate intermediate course is considered the basic measure of acceptable proficiency. An exception is made when the student begins a new language.

The following programs exist for completing the language requirement through course work.

If the student presents no language or does not wish to continue the one begun in high school, he or she may take a 111-112 course to fulfill the requirement (8 hours).

If the student continues a language begun in high school, the language requirement may be fulfilled through one of the following alternatives: French 212 (3 hours), 211-212 (6 hours), German 212 (3 hours), or 213 (4 hours), 211-212 (6 hours), Russian 211-212 (6 hours), Spanish 212 (3 hours), or 211-212 (6 hours), Latin 212 (3 hours), or 211-212 (6 hours), or Greek 212 (3 hours), or 211-212 (6 hours).

When the score on the placement examination indicates that remedial work is necessary before the student continues the high school language at the intermediate level, the first-year courses may be audited or taken for credit.

Safety Glasses Requirement

In accordance with the provisions of the state law (i.e. amended Sections 3313.643, 3743.52 and 3743.99 of the Revised Code of the State of Ohio (file No. 225), effective June 22, 1972):

ALL students enrolled in specified laboratory and studio courses in Art, Biology, Chemistry, Geology, Physical Education, Physics, and Theater and Cinema **MUST** wear "industrial quality eye protective devices at all times while participating or observing ..." any of the laboratory or studio work.

The Ohio law (a copy of which is on file in the departments named above) is written in such a way that "industrial quality eye protective devices" means devices meeting the standards of the American National Standard Practice for Occupational and Educational Eye and Face Protection (Z87.1-1968) approved by the American National Standards Institute Inc., and subsequent revisions thereof, provided such revisions are approved and adopted by the State of Ohio Industrial Commission. In particular, the law specifies that "all impact resistant lenses must be capable of withstanding an impact test in which a five-eighths inch steel ball weighing approximately fifty-six hundredths of an ounce is dropped from a height of fifty inches upon the horizontal upper surface of the lens in the manner prescribed under the code of federal regulations, Title 21, Section 3.84."

Please note that eyeglasses normally supplied by your optician, optometrist, or ophthalmologist may be specified to be "impact resistant" and still not meet the precise specifications of the Ohio law, as quoted above.

Accordingly, students enrolled in the above departmental courses and who do not ordinarily wear glasses will—without exception—be required to purchase a pair of safety glasses meeting the above specifications. Such glasses will ordinarily be available in the Denison Bookstore, but may be purchased elsewhere. Students who already wear prescription lenses (either contact or otherwise) will also be required to wear safety glasses when in the laboratory, studio or work areas. These may be of a variety which cover their ordinary glasses or they may be a pair prepared according to the student's prescription and meeting the safety standards. The University has arrangements with a local supplier to furnish both kinds at prices which are both fair and competitive.

Breakage Fees:

Although a record is kept of all breakage of glassware and equipment, students are not ordinarily charged for breakage amounting to less than \$3 per laboratory course per semester. However, when the breakage in any one laboratory semester is \$3 or more, students will be billed directly by the Cashier's Office for the total amount of all breakage, including the first three dollars.

Additionally, students who fail to check out of a laboratory properly (either when dropping a course during a semester or at the regular check-out time at the end of a semester) will be charged a fee of \$10, plus billing for all breakage, regardless of the amount.

The policy on breakage fees applies to all laboratory courses in chemistry, including directed studies, senior research, and individual work for honors.

Interdepartmental Majors

Black Studies

Coordinator

Charles P. Henry, Director of Center for Black Studies

Faculty Staff

Dr. Henry, Drs. John Kirby, Naomi Garrett, William Nichols, Joseph de Armas, Valerie Gray Lee, Donald Schilling, and James Freeman, Rev. John Jackson, and Charles Poulton-Callahan.

Guidelines

The Black Studies curriculum invites students to explore the Black Experience in various ways, including an interdisciplinary major. Black Studies is interdisciplinary in approach and international in scope. A Black Studies major is expected to develop a special mastery of a subject matter and methodology by concentrating on a particular topic or problem, within a particular academic department or division, or in a particular area studies field.

The Black Studies major requires a minimum of 32 credit hours and the completion of a senior project.

There are three core courses in Black Studies, required of a major in the area:

Black Studies 235—The Nature of Black Studies

English 354—Imagination and the Black Experience in America

History 215—The History of Blacks in America

In addition to the core courses, the Black Studies major requires the choice of one of four educational models and a culminating learning experience. This experience is designed to encourage the student to confront, in a substantial manner, the breadth and depth of knowledge in the field.

The Black Studies Curriculum is administered by a faculty committee and the Director of the Center for Black Studies. This committee reviews and approves the educational plans developed by majors in consultation with their faculty advisers, as well as coordinates and evaluates the Black Studies curriculum.

New courses are being developed by the Center for Black Studies in conjunction with various departments and divisions.

Course Offerings

Black Studies

235—THE NATURE OF BLACK STUDIES. Multidiscipline course covering the various disciplines and fields relevant to the Black experience. There will be an attempt to discuss the theories, controversies, and assumptions of the various disciplines as they are examined and challenged by contemporary Black thought. **Staff. 4**

385—SENIOR PROJECT.

Staff. 3-6

English

255—IMAGINATION AND BLACK EXPERIENCE IN AMERICA. An introductory study of black literature in America, emphasizing the modern period. **Staff. 4**

310—STUDIES IN LITERATURE: INTRODUCTION TO WEST AFRICAN LITERATURE. A study of the ideas, concerns, and aspirations of Africans as reflected in literary selections from representative native writers. Readings will consist of poetry, novels, and dramas chosen for their literary value as well as for their portrayal of cultural elements. While interest will center primarily on post-colonial, independent Africa, works depicting traditional and colonial life will be read in order to gain a better understanding of the present. Our attention will focus mainly on the west coast though works from east Africa will be studied for comparisons. **Garrett. 4**

354—IMAGINATION AND BLACK EXPERIENCE IN AMERICA. An ethnic American literature course designed to acquaint students with the unique vision and voice of America's minorities. The Native American, the African American, the Latin American, the Asian American, the Jewish American, and the European American each provides us with a special exposure and perspective on the American Experience, the American Personality, and the American Dream. And each demonstrates the creative possibilities of language and imagination applied to culture and tradition.

Staff. 4

355—THE HARLEM RENAISSANCE. Analyzes the interrelationship between the cultural phenomenon of the Harlem Renaissance and the general social, economic, and political conditions of the era, particularly as such conditions helped shape the development and the ultimate consequences of the Renaissance.

Staff. 4.

356—THE NARRATIVE AND POETRY OF BLACK AMERICA. A literary study of representative samples of the slave narrative, black biography and autobiography, as well as fiction.

Staff. 4

357—RENDEZVOUS WITH THE THIRD WORLD. A survey of the literature of Latin America, South America, Africa, and the Caribbean, organized under the rubric of the "Black Aesthetic," and illustrative of both the particularity and universality of the human condition.

Staff. 4

359—ORAL TRADITION AND FOLK IMAGINATION (BLACK). An inquiry into the methodology of folklore study and an examination of the folk idiom and datum of the Afro-American experience, its tragedy and comedy, pathos and humor, blues and soul.

Staff. 4

History

215—A HISTORY OF BLACKS IN AMERICA. A study of the experience of Blacks in America with emphasis on the African heritage, slavery, Civil War and Reconstruction, the policies of discrimination, the shift to urban life, the rise of the ghetto, and the age of protest and change. (Should ordinarily be taken in freshman year if used to fulfill G.E. requirement.)

Kirby. 4

316—TOPICS IN BLACK HISTORY. Analysis of the development of Black American ideologies, institutions, leaders, and culture based around topical themes with an emphasis on the interrelationship of historical and contemporary Black thought and activity in American life. Prerequisite: History 215.

Kirby. 3

381—AN INTRODUCTION TO MODERN AFRICA. A study of major problems and issues in African history with an emphasis on the recent past.

Schilling. 4

Latin American Studies

401—SEMINARS IN LATIN AMERICAN STUDIES. Two seminars. Seminars in the different areas and/or problems in Latin America and developed by the different departments participating in the program.

Staff. 6

Political Science

333d—INTRODUCTION TO BLACK POLITICS. An examination of both the electoral and non-electoral politics in black America. This course will introduce the subject of black politics through the use of at least four analytic models. Emphasis will be placed on original writings and speeches as well as interpretative works. Among the subjects to be addressed are the utility of political violence, the integration versus nationalism question, Pan Africanism, the function of peace and class in black politics, black mayors, the congressional Black Caucus, protest organizations, and the prospects for a black political party.

Henry. 4

Psychology

402—BLACK PSYCHOLOGY. The focus will be on the psychology of the black experience in the United States. Among the topics to be discussed are cultural disadvantage and education, intelligence, genetics, emotional characteristics, perception, ethnic group differences in attitudes and adjustment, black child care, mixed marriages, black athletes, employment, and the black female. In addition to discussion of these areas, the student is expected to select a particular area for special study. Prerequisite: 101.

Freeman. 2

Religion

228—BLACK RELIGION AND BLACK THEOLOGY. An introductory course in the study

of Black religion and Black theology. It is an interdisciplinary examination of the various aspects and expressions of Black religion, including religious sects, the Black Muslims, mutual aid societies, etc., for the purpose of extracting and validating the data and norm of Black theology. The sociological and theological issues surrounding the construction and analysis of the norm for Black theology will be critically discussed. **Jackson. 4**

Sociology and Anthropology

312—MINORITY RELATIONS. Anthropological, social psychological and sociological interpretations of racial and ethnic interaction and conflict. Prerequisite: 100. **Jordan. 4**

The Center for Black Studies coordinates field work opportunities with various institutions that serve the Black Community, which include the Urban League, the Bedford-Stuyvesant D&S Corporation, and the Dartmouth College Jersey City Program. Students through the Center for Black Studies have taken part in individual projects in congressional offices in Washington, D.C.

Classical Studies

Coordinator

Cynthia Thompson

Faculty Staff

Cynthia Thompson (1975-)

Assistant Professor

B.A., Wellesley College; M.A., Ph.D., Yale U.

Galen H. Graham (1976-)

Visiting Lecturer

A.B., College of Holy Cross; M.A., Ph.D., Ohio State U.

Drs. Walter Eisenbeis, James Martin, Eric Hirshler, Michael Gordon, Anthony Lisska, Amy

Glassner Gordon, and Jules Steinberg

Guidelines

The rich literature, ideas, and artistry of Greek and Roman civilization, have deeply influenced our times. The classics—in translation or in the Greek and Latin languages—provide a helpful supplement to work in modern languages, philosophy and religion, history, and the arts, or in preparation for law and medicine.

Major in Classical Languages

A major in classical languages may be chosen by the student who wishes to continue advanced study of Greek and Latin literature. College work in both languages is required, with at least four semester courses above the 100 level in either Greek or Latin. A minimum of 28 hours must be included. Students with such majors are encouraged to use directed study courses and programs of study abroad.

Major in Classical Civilization

Within the interdisciplinary classical civilization major students may investigate various aspects of antiquity. At least six courses must be chosen from the catalog listing of classical civilization and related courses. One or more must be in ancient history (CLCV 101-History 321, CLCV 102-History 323, or History 201). Proficiency must be demonstrated in Greek or Latin that is equivalent to the level achieved in the first year (112) courses. Language study above the elementary level may be counted toward the minimum of six courses. With a view to completing a required cumulative learning experience, students must develop a coherent

plan which is to be approved by the classics committee.

Students may request permission to count toward a classical civilization major courses not listed among the CLCV and related courses, but (1) taken off campus, or (2) on-campus courses whose content can be shown to be directly related to the study of classical civilization within the individual students' programs.

Guidelines for students wishing to take Greek or Latin to fulfill the foreign language requirement are printed in the requirement statement in this Catalog.

Course Offerings

Courses in Greek Language

111-112—BEGINNING GREEK. Introduction to the basics of the Greek language and practice in reading selections of the New Testament and classical texts. Open to all without prerequisite.

Thompson. 4

211-212—INTRODUCTION TO GREEK LITERATURE. Study of important works, such as the writings of Plato or Homer or the first three gospels. The choice will depend partly on students' interest. Prerequisite: Greek 111-112 or equivalent.

Thompson. 4

311-312—GROWTH OF THE GREEK MIND. Exploration of the emergence of Greek thought from its mythic background; in drama, with a tragedy of Sophocles or Euripides, in the historical writings of Herodotus and Thucydides, and the philosophy of the sophists and Aristotle.

Thompson. 3

361-362—DIRECTED STUDY. Advanced work in Greek

Thompson. 3

Courses in Latin Language

111-112—BEGINNING LATIN. Introduction to the Latin language, designed to encourage students through reading in Latin to learn about the history, thought, and private life of ancient Rome. Some attention will be given to derivation of words in modern languages and technical use of Latin in medicine and law. For students with no previous knowledge of Latin.

Graham. 4

211-212—INTRODUCTION TO LATIN LITERATURE. This survey of major authors' works begins with a review of fundamentals of the Latin language while studying Catullus' love poems, Cicero's speeches or philosophy, Ovid's versions of myth, and medieval chronicles or lyrics.

Thompson. 3

311-312—THE ROMAN EXPERIENCE. Study of representative Roman literature, such as the lyrics of Horace and selections from Vergil's poetry, satires of Juvenal and the historical writings of Livy—and Tacitus. Some attention will be given to the influence of these writings on later European authors.

Thompson. 3

361-362—DIRECTED STUDY. Advanced work in Latin.

Thompson. 3

Courses in Classical Civilization

101—LIFE AND THOUGHT IN ATHENS. A study of the cultural and political life of ancient Athens during the fifth and fourth centuries B.C. Developments will be traced through Greek writings of the period—including history, tragedy and comedy, philosophy and oratory—and through archaeological remains, particularly the sanctuaries on the Acropolis and monuments associated with drama. **All readings are in English.** No prerequisites. Same as History 321.

Thompson. 4

102—ROMAN LIFE AND THOUGHT. A study of the evolution of Roman society from a simple farming community to a sophisticated world capital. Readings from Roman historians will stress dominant ideals and ideologies, as often represented by outstanding political and military leaders. Roman culture will be reviewed also in archeological monuments. **All readings in English.** No prerequisites. Same as History 323.

Thompson. 4

103—GREEK MYTHOLOGY. A study of Greek myths, their function in ancient culture and their continuing importance. Readings in translation will be drawn from Homer, Hesiod, Greek drama, Apollonius, and Ovid. Some attention will be given to myths of creation, the spectrum of gods and goddesses, and heroic models of human experience. No prerequisites. **Readings in English.**

Thompson. 4

- 104—GREEK AND ROMAN DRAMA. A study of tragedy and comedy, their development and interpretation in ancient times. Readings in translation will include Sophocles, Euripides, Aristophanes, Plautus, and Seneca. Some attention will be given to the context of plays in festivals, the role of the hero, and the revival of classical motifs in modern dramas. **Readings in English.** No prerequisites. **Thompson. 3**

- 361-362—DIRECTED STUDY. **Thompson. 3**

Related Courses

Art

- 205-206—HISTORY OF ART SURVEY. General survey of the Arts of the Western World. Ancient and Medieval (first semester); Renaissance and Modern (second semester). May be taken separately. **Hirshler. 3**

- 301—ANCIENT ART. A survey of the ancient arts of the valleys of the Nile, and the Tigris-Euphrates. The development of ancient Greek architecture, sculpture, and vase painting from Minoan through Hellenistic times; the contribution of archeology to the knowledge of Greek Art. **Staff. 3**

History

- 201—THE INDIVIDUAL AND THE SOCIAL ORDER IN ANCIENT AND MEDIEVAL TIMES. A study of the search for a viable political and social order during the ancient and medieval periods. This course will not attempt to survey ancient and medieval history but will concentrate upon three periods; late 5th century Athens, Rome during the last century of the Republic and the first century of the Empire, and from the 11th to the 14 century. The intervening years will be considered only to the degree necessary to understand the developments of these three periods or as evidence of the success or failure of the search for social and political order. (Should ordinarily be taken in the freshman year if used to fulfill G.E. requirement.) **A. Gordon, M. Gordon. 4**

Political Science

- 304a—THE DEVELOPMENT OF POLITICAL THOUGHT (ANCIENT AND MEDIEVAL). Basic political ideas from Plato to Machiavelli will be considered. The course will emphasize both the understanding of particular thinkers and the relationship of ideas to contemporary problems and issues. **Steinberg. 4**

Philosophy

- 331—GREEK AND MEDIEVAL PHILOSOPHY. A systematic analysis of the structural development of Western Philosophy from the origins of Greek Philosophy with Thales (Sixth Century, B.C.), to the breakdown of the medieval syntheses with Nicholas of Cusa (Fifteenth Century). Emphasis is placed on the philosophical problems confronted and analyzed by Plato, Aristotle, Plotinus, Augustine, Thomas Aquinas and Duns Scotus. Prerequisite: junior standing or consent. (To be offered in 1977-78 and in alternate years.) **Lisska. 4**

Religion

- 212—INTRODUCTION TO THE NEW TESTAMENT AND THE APOSTOLIC AGE. This course introduces into the main areas of New Testament studies: the history, culture, and religious background of the New Testament community; the New Testament literature (authorship and authenticity of text, origin and development of genres); religious phenomena and main themes of New Testament literature (theology) the history of the development of thought during the early centuries of the church, leading to the council of Nicaea. All materials will be studied from the viewpoint of biblical scholarship. Instruction will be by means of the dialogical method. **Eisenbeis. 4**

- 308—NEW TESTAMENT STUDIES. Study in depth of specific problems in New Testament research. Due to the nature of the course, its contents vary from semester to semester. Concentration will always be on one topic. Examples are: one gospel or one epistle, the historical views of the Christ of faith, the kerygma, revelation and the Christ event, the theology of Rudolf Bultman, key concepts of New Testament theology, problems of New Testament literature, etc. All materials will be studied from the viewpoint of biblical scholarship. Instruction will be by means of the dialogical method. **Eisenbeis. 4**

- 336—COMPARATIVE RELIGIOUS MYTHOLOGY. The course will investigate the nature of religious myth and its place in man's religious experience in a variety of traditions. Primitive, Western, and Oriental mythologies will be included in the study. **Martin. 4**

East Europe and Soviet Studies

Coordinator

Valentine Bolen

Faculty Staff

Dr. Bolen and Drs. Bruce Bigelow, William Bishop, William Henderson, and Richard Mahard

Guidelines

This major is intended to confront the student with a value system different from the one in which he or she grew up. With the rapid growth of cultural, economic, and scientific exchanges of ideas and resources between the U.S.S.R. and the U.S.A., it becomes more and more important for Americans to learn about Russia. This major attempts to fulfill this task.

Students majoring in this area must demonstrate proficiency in the Russian language (can be achieved by successfully completing Russian 212, or by examination), take Soviet Studies 115, and at least one course in each of the following: Russian Literature, Russian or Soviet History, Soviet Politics, and Geography of the Soviet Union. The minimum number of credit hours required for the major is 30. Among the courses related to this major are:

Course Offerings

Soviet Studies

115—THE SOVIET UNION AS A WAY OF LIFE. This course, through the use of literature, film, discussion, and general interaction among the instructors and between the instructors and the students will introduce the land and the peoples of the Soviet Union and Eastern Europe. The course will present the cultural, political, and social heritage of the area of the world and create an awareness of the weltanschauung of the peoples of these countries in our present day. **Staff. 4**

History

347—HISTORY OF RUSSIA TO 1917. Development of the Russian people and state from their earliest origins to 1917, political, economic, and social relations, and foreign policy. **Bigelow. 4**

348—HISTORY OF THE SOVIET UNION. Political, economic, social, and diplomatic evolution of Soviet Russia and the Republics of the USSR from about 1917 to the present. **Bigelow. 4**

Russian

111-112—BEGINNING RUSSIAN. A comprehensive introductory course in Russian through the four basic skills: oral comprehension, speaking, reading, and writing. Work in the language laboratory is required. A student must complete 112 before receiving credit for 111. A student with one year of credit in high school Russian may register for 112. **Staff. 4**

211-212—INTERMEDIATE RUSSIAN. Review of structure of the language. Emphasis placed on developing skills in reading, writing, and speaking through use of selected texts in literature, civilization and journalism, with oral discussion and writing in the language. Prerequisite: 112 or two years of high school Russian. **Staff. 3**

305—ADVANCED RUSSIAN CONVERSATION AND COMPOSITION. Intensive practice in conversational skills combined with a brief review of grammar. **Conducted in Russian.** Prerequisite: 211-212 or consent. Offered in alternate years. **Staff. 4**

311-312—INTRODUCTION TO RUSSIAN LITERATURE. Readings from representative authors of 19th and 20th century Russian literature. Class discussions dealing with the texts, literary style, syntax and vocabulary. **Conducted in Russian.** Prerequisite: 211-212 or consent. **Staff. 4**

322—THE AGE OF PUSHKIN AND THE ROMANTICS. Study of late 18th century and early 19th century Russian writers, with readings selected from among Karamzin, Pushkin, Gogol and Lermontov. **Conducted in English.** Meets G.E. Requirement in literature. No prerequisites. **Staff. 4**

• **323—DOSTOEVSKY AND THE NATURALISTS.** Study of Russian literature of mid-19th century with readings selected from among Dostoevsky, Leskov and Aksakov. **Conducted in English.** Fulfills G.E. Requirement in literature. No prerequisites. **Staff. 4**

• **324—TURGENEV AND CHEKHOV.** Study of Turgenev and Chekhov as short story writers, novelists and playwrights. **Conducted in English.** Fulfills G.E. Requirement in literature. No prerequisites. **Staff. 4**

• **325—THE AGE OF TOLSTOY.** Study of late 19th century Russian literature with readings selected from among Goncharov, Aksakov, Bunin, Andreev and Tolstoy. **Conducted in English.** Fulfills G.E. Requirement in literature. No prerequisites. **Staff. 4**

• **326—RUSSIAN SOVIET NOVEL FROM SHOLOKHOV TO SOLZHENITSYN.** Major figures and movements in Soviet novel with readings selected from among Gorky, Fadeev, Leonov, Sholokhov, Babel, Pilnyak, Pasternak and Solzhenitsyn. **Conducted in English.** Fulfills G.E. Requirement in literature. No prerequisites. **Staff. 4**

• Political Science

• **322—SOVIET POLITICS.** A study of the political structure and political dynamics of the Soviet Union. The course will emphasize the basis of conflict and consensus within the Soviet Union and the policies of the Soviet state and the Communist Party. Specific problems such as dissent and deviance, nationalities, and political change will be addressed. No freshmen. **Bishop. 4**

• **339—COMPARATIVE FOREIGN POLICY: THE SOVIET UNION AND THE UNITED STATES.** This course will be a comparative analysis of the sources, institution, and conduct of foreign policy in the contemporary international arena. Emphasis will fall upon the ways in which the major international powers define their foreign policy goals and attempt to research them. **Bishop. 4**

• **357—SOVIET FOREIGN AND MILITARY POLICY.** The subject of the course is the behavior of the Soviet Union in world politics. The period from World War II to the present will be emphasized. Analysis of Soviet relations with those parts of the world which have been an object of particular Soviet interest (the United States, Germany and Europe, China and East Asia, and the Middle East) will comprise a large part of the course. The course goal is to develop skills for intelligently explaining and forecasting Soviet behavior in the world. **Bishop. 4**

• Economics

• **212—COMPARATIVE ECONOMIC SYSTEMS.** A study of alternate economic systems. A theoretical and operational study of economic systems as they exist in reality. The course emphasizes the development and current performance of the economic systems of the United States, Europe, and the Soviet Union. Prerequisite: 100. **Henderson. 4**

• Geography

• **240—GEOGRAPHY OF THE SOVIET UNION.** A survey of the physical environment of the U.S.S.R. to enhance understanding of similarities and contrasts between U.S. and U.S.S.R. environmental problems. **Mahard. 3**

• French Area Studies

• Coordinator

• Charles O'Keefe

• Faculty Staff

• Drs. O'Keefe, Richard Lucier, Lenthel Downs, George Bogdanovitch, Eric Hirshler, Richard Mahard, Felicitas Goodman, David Watson, Donald Schilling, and William Bishop

Guidelines

The subjects taken for the Area Study major on France are chosen from Modern Languages, Geography, History, Political Science, Economics, Philosophy, Sociology, and English.

Students begin an Area Study of France by taking the introductory course, French 201-202. The course considers several ways of answering the question: What makes France French? Students examine various aspects of French culture (art, slang, history, attitudes toward the past, etc.) that pertain to the problem of identifying a French national character. A directed study in the area, French 401-402, is taken during the senior year, offering students an opportunity for independent study on any phase of the area that best satisfies their interests.

The Area Study program attempts to provide the background necessary for students who are planning to enter foreign service, business enterprises dealing with foreign countries, teaching, journalism, international relations work, or related activities. Its ultimate objective is to bring about a better understanding among peoples of various races and nations. It is valuable also as a cultural major, providing an understanding of the present-day characteristics and problems of the world outside the United States, leading to a better comprehension of our relationships with the foreign area.

Course Offerings

French Area Studies

201-202—AREA STUDY: FRANCE. The course considers several ways of answering the question: What makes France French? Students examine various aspects of French culture (art, slang, history, attitudes toward the past, etc.) that pertain to the problem of identifying a French national character. **O'Keefe. 3**

401-402—PROBLEMS IN AREA STUDY. A terminal integrating course of independent study to be taken in the senior year by the student majoring in the transdepartmental sequence. **AREA STUDY: FRANCE.** **O'Keefe. 3**

Language and Literature

12 hours at the 311 level or above, must include:

415—ADVANCED FRENCH GRAMMAR AND WRITING. Intensive grammar review and composition on the advanced level. Offered both semesters. First semester limited to seniors; second semester, juniors. Prerequisites: 311 and 312 or equivalent. **Emont. 4**

Economics

100—PRINCIPLES AND PROBLEMS. An examination of the economic system to provide the knowledge of fundamental principles and working tools prerequisite for economic analysis. The department teaches the course in a modular format with eight weeks of theory and two three-week special topic modules. The following represent some of the specific modular topics offered in recent semesters:

- Growth and Change
- Business Firms and Consumers
- Political Economy: the Government's Role
- Urban Problems
- Environmental Problems
- Work and Leisure
- Ghetto Economics
- Economies of the World

Staff. 4

314—INTERNATIONAL ECONOMICS. The theory of international trade and the effects of trade on economic efficiency. Balance of payments disequilibria and the mechanisms and policies of adjustment procedures. Relationships between domestic income and trade. Regional economic integration. Prerequisites: 100, 302. **Lucier. 4**

Geography

- 232—**GEOGRAPHY OF EUROPE.** Environmental factors and their significance in the affairs of Europe; emphasis is placed upon geographic factors which play a role in current events in Europe. **Mahard. 3**

History

- 211—**MODERN EUROPE.** An examination of European society from the French Revolution to the present in the light of the forces which mold its attitudes and institutions. **Watson. 4**
- 351—**EUROPEAN DIPLOMATIC HISTORY: 1815-1914.** A study of European international relations from the Napoleonic period to the First World War. **Schilling. 4**
- 353—**WAR AND REVOLUTION IN THE 20th CENTURY.** An examination of how the twin forces of war and revolution have shaped the character of the contemporary world. Geographically, the course will focus primarily on Europe. **Schilling. 4**
- 356—**INTELLECTUAL AND CULTURAL HISTORY OF MODERN EUROPE (19th and 20th CENTURIES).** The main currents of Western European thought examined as responses to scientific, economic, social, and political developments in eras of profound change. **Watson. 3**

Political Science

- 221—**COMPARATIVE POLITICS.** An introduction to the comparative study of politics. The course will emphasize the development and use of key concepts for the purpose of political analysis. Analysis will focus upon politics in the four most populous states of western Europe: the United Kingdom, France, the Federal Republic of Germany, and Italy. The first 9 or 10 weeks of the course will be devoted to discussing the major features of politics in each country and the last 4 or 5 weeks will concentrate on analyzing similarities and differences in politics in the various countries. **Bishop. 4**
- 341—**INTERNATIONAL POLITICAL SYSTEMS AND PROCESSES.** Designed to examine the various modes of analyzing the international political systems and the major political processes supporting it. Among the topics of concern will be the past, present, and prospective patterns of international action and the relevance to each of such factors as domestic and international violence and threats of violence, bargaining, technology, and the various forms of transnational competition and cooperation. **Staff. 4**

Electives

English

- 349—**STUDIES IN EUROPEAN LITERATURE.** Selected complete works in translation from Dante through Cervantes, Moliere, Goethe to Ibsen and Tolstoy. **Staff. 4**
- 350—**MODERN EUROPEAN LITERATURE.** Selected major 20th Century works in translations including such writers as Proust, Kafka, Pirandello, Unamuno, Lorca, Rilke, Gide, Kazantzakis, Camus, and Thomas Mann. **Staff. 4**

Interdepartmental

- 271-272—**GENERAL LINGUISTICS.** The study of the analytical (phonology, morphology, syntax) and cultural (comparative and anthropological linguistics) aspects of language, respectively. **Goodman. 4**

Art

- 205-206—**HISTORY OF ART SURVEY.** General survey of the Arts of the Western World. Ancient and Medieval (first semester); Renaissance and Modern (second semester). May be taken separately. **Staff, Hirshler. 3**

Latin American Studies

Coordinator

Contact: Dr. Elias Ramos

Faculty Staff

Drs. de Armas, Donald Valdes, Charles Steele, Richard Mahard, Paul King, Felicitas Goodman, and the Rev. Dr. David Woodyard.

Guidelines

With the emergence of Latin America to an important position in world affairs, as well as in the Third World, with the increasing interest of North Americans in hemispheric events, and in light of the current political and economic situation in some of the countries south of our border, Denison University is offering an interdisciplinary major which affords both broad preparation and specialized training in the field of Latin America.

The studies are interdisciplinary in their approach and are designed to develop competence relevant to employment in governmental agencies, private enterprise, and teaching as well as a good and broader preparation for graduate work.

Although the designed program is a flexible one, offering some options to the students, a minimum of 30 hours is required. Nevertheless, special consideration could be given by the Committee of Latin American Studies to individual needs and interests.

The Latin American Studies curriculum consists of:

Language—Proficiency in Spanish or Portuguese (four years in high school or its equivalent in college) and one of the following courses: Spanish 313, 314, or 315 unless waived.

Latin America—Two courses: Introduction to Latin American Studies, Spanish 201, and Seminar: Latin American Studies Majors, Latin American 456.

History—Two courses, from 391, 392, 393, 394.

Economics—One course, 216 or 350g.

Geography—One course, 230.

Sociology—One course, 319.

Latin America 401—Two courses (seminars) in any area or field.

Study abroad or at other universities:

Students are strongly suggested to engage in a program of studies in a Latin American country—Brazil, Colombia, Costa Rica, etc.—or at a North American university which is outstanding in the field of the individual student's interest.

The Latin American Studies major is organized and administered by a faculty committee and a coordinator. The committee, acting as a department, coordinates, reviews, and changes the program according to economic, political, historical, and sociological events of modern Latin America. Updating the program is a major objective of the committee and staff.

Course Offerings

Latin American Studies

201—INTRODUCTION TO LATIN AMERICAN AREA STUDIES. An introduction to the nature and problems of Latin American Civilization. A study of the land, the people, their culture, and its place in the contemporary world. **Conducted in English.** **Armas. 4**

456—SEMINAR: LATIN AMERICAN STUDIES MAJORS. A seminar for all Latin American Studies majors. The course will focus on selected contemporary topics or problems which will be presented for study in depth within an interdisciplinary context. This seminar is a substitution for comprehensive examinations in LAAS. **Armas. 2**

Language and/or Literature (one course)

313—ADVANCED CONVERSATION. Intensive practice in oral Spanish on the advanced

level. Reports, speeches, dramatizations, etc. **Conducted in Spanish.** Prerequisite: 213 or consent. **Armas, Steele. 3**

314—**ADVANCED GRAMMAR.** An intensive grammar study at the advanced level. **Conducted in Spanish.** Prerequisite: 212 or equivalent. **Armas. 3**

315—**SPANISH AMERICAN LITERATURE.** Study of literary genres, periods or movements in Spanish America. Emphasis to be determined each semester course is taught. **Conducted in Spanish.** Prerequisite: 212 or equivalent. **Ramos. 3**

History (two courses)

391—**LATIN AMERICAN CIVILIZATION.** A survey of the colonial period and an introduction to the problems of Mexico, Central America, and the Caribbean in modern times. Special emphasis is given to study of the Mexican and Cuban revolutions. **Staff. 4**

392—**MODERN SOUTH AMERICA.** A survey of South America in the 19th and 20th centuries and a study of the problems of economic and social change. **Staff. 4**

393—**MODERN LATIN AMERICA: EVOLUTION OR REVOLUTION.** An examination of contemporary Latin American history, focusing on topics such as models for economic change, United States diplomacy, Marxism, guerilla activities, the Cuban Revolution, and the role of the military. **Staff. 4**

394—**HISTORY OF BRAZIL.** A study of the social, political, and economic history of Brazil from Colonial times to the present. **Staff. 4**

Sociology and Anthropology (one course)

319—**SOUTH AMERICAN INDIANS.** Ethnography of Indians south of the Rio Grande with special emphasis on culture contact and culture change. No prerequisites. **Goodman. 3**

Economics (one course)

216—**ECONOMIC DEVELOPMENT IN THE THIRD WORLD.** A survey of the structure and problems of the underdeveloped economies with particular emphasis on the major determinants of economic growth. Prerequisite: 100 **King. 3**

350g—**LATIN AMERICAN ECONOMIC DEVELOPMENT.** Open to advanced students with the consent of the instructor. **King. 4**

Geography (one course)

230—**GEOGRAPHY OF LATIN AMERICA.** Environmental factors and their significance in the affairs of South America. **Mahard. 3**

Latin American Seminars

401—**SEMINARS IN PROBLEMS IN LATIN AMERICA.** Two seminars. Seminars in the different areas and/or problems in Latin America and developed by the different departments participating in the program. **Armas, Ramos, Goodman. 3**

401a—**CASTROISM AND THE PROCESS OF THE CUBAN REVOLUTION.** A seminar on present-day Latin American trends with an analytical and comparative study of the Cuban Revolution; emphasis will be on the social, political, economic, cultural, and historical circumstances prevailing in Cuba before and after 1959. **Armas. 3**

401b—**SEMINAR: STUDIES OF THE MEXICAN AND CUBAN REVOLUTIONS.** A comparative study of the ideological, sociological, and literary background and development of the Mexican and Cuban revolutions. Similarities and differences. Analysis of the different patterns leading up to both revolutions, the social basis of Mexican and Cuban politics, and the program and prospect of Cuban socialism as compared to Mexican bourgeois democracy. An examination of the writers that best express both revolutions: political leaders, sociologists, historians, novelists, poets, etc. We will explore such questions as: the role of the leader versus the role of the masses, capitalism versus socialism, foreign intervention, and the meaning and impact of both movements in the rest of Latin America. **Ramos. 3**

401c—CARIBBEAN STUDIES. A seminar designed for students who wish to combine a study of some aspects of the Caribbean area. The course offers a broad perspective of the ethnic, social, political, and economic problems of the so-called Caribbean area, which encompasses black as well as white countries. The focus of the seminar will be on the troublesome spots of the Caribbean: Cuba, Puerto Rico, Haiti, Barbados, Martinique, etc., and their relationship to the United States. **Armas. 3**

401d—THE HUMAN CONDITION: ECONOMIC FACTORS AND THEOLOGICAL PERSPECTIVES. This course intends to explore the interfaces among theological claims and economic policies. The focus will be on the impact of theology upon societal values and of societal values upon economic institutions. The context of the study will include both the Third World (Latin America) and the United States. **Woodyard, King. 4**

Literature

Coordinator

Tony Stoneburner

Faculty Staff

Drs. Stoneburner, Cynthia Thompson, Paul Bennett, Richard Kraus, Tommy Burkett, Dominick Consolo, Kenneth Marshall, Joan Marx, Anne Shaver, Naomi Garrett, Ilse Winter, and Charles O'Keefe.

Guidelines

This interdepartmental program coordinates courses presently available in the departments of English, Modern Languages, and Classical Studies, as well as literature courses sometimes offered in other departments such as History, Religion, or Philosophy.

Majors are required to take a minimum of nine courses, to be chosen from the following areas:

20th century English and American Literature, a minimum of two courses;

Pre-20th century English and American Literature, a minimum of two courses;

Literature of cultures other than English and American (these courses may be in translation), including (a) Classics; (b) European Literature; and (c) Third World and Non-western Literature, a minimum of four courses; at least two courses must be taken from each of two of the three divisions;

Proficiency in a foreign language. A major must take one advanced literature course in a foreign language or translate a literary text under the direction of a faculty member.

A Literature committee administers this major. The committee determines which existing courses relate to this major.

Course Offerings

Courses in Classical Civilization

101—LIFE AND THOUGHT IN ATHENS. A study of the cultural and political life of ancient Athens during the fifth and fourth centuries B.C. Developments will be traced through Greek writings of the period—including history, tragedy and comedy, philosophy and oratory—and through archaeological remains, particularly the sanctuaries on the Acropolis and monuments associated with drama. **All readings are in English.** No prerequisites. Same as History 321. **Thompson. 4**

102—ROMAN LIFE AND THOUGHT. A study of the evolution of Roman society from a simple farming community to a sophisticated world capital. Readings from Roman historians will stress dominant ideals and ideologies, as often represented by outstanding political and military leaders. Roman culture will be reviewed also in archeological monuments. **All readings in English.** No prerequisites. Same as History 323. **Thompson. 4**

103—GREEK MYTHOLOGY. A study of Greek myths, their function in ancient culture and their

continuing importance. Readings in translation will be drawn from Homer, Hesiod, Greek drama, Apollonius, and Ovid. Some attention will be given to myths of creation, the spectrum of gods and goddesses, and heroic models of human experience. No prerequisites. **Readings in English.**

Thompson. 4

- **104—GREEK AND ROMAN DRAMA.** A study of tragedy and comedy, their development and interpretation in ancient times. Readings in translation will include Sophocles, Euripides, Aristophanes, Plautus, and Seneca. Some attention will be given to the context of plays in festivals, the role of the hero, and the revival of classical motifs in modern dramas. **Readings in English.** No prerequisites.

Thompson. 3

• English

- **215—SHAKESPEARE.** A study of the principal plays. **Staff. 4**

- **219—20th CENTURY BRITISH AND AMERICAN POETRY.** Hardy, Yeats, Eliot, Stevens, and other 20th Century poets. **Staff. 4**

- **220—20th CENTURY BRITISH AND AMERICAN FICTION.** Selected works by Conrad, Joyce, Lawrence, Hemingway, Faulkner, and several other 20th Century writers of fiction. **Staff. 4**

- **310—STUDIES IN LITERATURE: INTRODUCTION TO WEST AFRICAN LITERATURE.** A study of the ideas, concerns, and aspirations of Africans as reflected in literary selection from representative native writers. Readings will consist of poetry, novels, and dramas chosen for their literary value as well as for their portrayal of cultural elements. While interest will center primarily on post-colonial, independent Africa, works depicting traditional and colonial life will be read in order to gain a better understanding of the present. Our attention will focus mainly on the west coast, though works from east Africa will be studied for comparisons. **Garrett. 4**

- **310—STUDIES IN LITERATURE: LITERATURE OF THE WEST INDIES.** A study of representative works of major literary genres from the West Indies including the Caribbean area and French Guinea. Poetry, novels, and short stories from English, French and Spanish language writers will be examined. Works appearing originally in French and Spanish will be read in English translation. We will examine the writers' preoccupation with social concerns as they affect the daily life of the people. **Garrett. 4**

- **341—STUDIES IN THE ENGLISH NOVEL.** Selected works by such writers as DeFoe, Richardson, Fielding, Sterne, Austen, Emily Bronte, Dickens, Thackeray, Eliot and Hardy. **Staff. 4**

- **349—STUDIES IN EUROPEAN LITERATURE.** Selected complete works in translation from Dante, through Cervantes, Moliere, Goethe to Ibsen and Tolstoy. **Staff. 4**

- **351—ASIAN LITERATURE IN ENGLISH TRANSLATION.** A sampling, chronological within each culture, of drama, epistle, essay, fiction (long and short), and poetry (epic, ode, lyric) from Babylon, China, India, Japan, Korea, and other Asian countries. (Same as ID 320). **Staff. 4**

- **371—CHAUCER.** The central concerns of the course are *Troilus and Criseyde* and *The Canterbury Tales*. **Staff. 4**

- **410—LITERARY CRITICISM.** The theory of literature, its criticism and scholarship. **Staff. 4**

• Interdepartmental

- **375—THE FAUST THEME IN EUROPEAN LITERATURE.** The course will examine how an obscure and rather shady character of the 15th Century, a self-acclaimed astrologer and necromancer by the name of Faust, has inspired some of the most fascinating literary masterpieces. The following works will be studied in depth: *The Historie of the damnable life and deserved death of Doctor John Faustus* by an anonymous author of the 16th Century, Marlowe's *The Tragical History of the Life and Death of Doctor Faustus*, Goethe's *Faust*, Byron's *Manfred*, Th. Mann's *Doktor Faustus*, and Bulgakov's *The Master and Margarita*. The emphasis will be on the figure of Faust as a representative of Western Man: his pursuit of knowledge, his aspirations towards the divine and his fascination with the demonic, his role in society, and his damnation or salvation. **Winter. 3**

• Russian

- **322—THE AGE OF PUSHKIN AND THE ROMANTICS.** Study of late 18th century and

early 19th century Russian writers, with readings selected from among Karamzin, Pushkin, Gogol, and Lermontov. **Conducted in English.** Fulfills G.E. requirement in literature. No prerequisites.

Bolen. 4.

323—DOSTOEVSKY AND THE NATURALISTS. Study of Russian literature of mid-19th century with readings selected from among Dostoevsky, Leskov, and Aksakov. **Conducted in English.** Fulfills G.E. requirement in literature. No prerequisites.

Bolen. 4.

324—TURGENEV AND CHEKHOV. Study of Turgenev and Chekhov as short story writers, novelists, and playwrights. **Conducted in English.** Fulfills G.E. requirement in literature. No prerequisites.

Bolen. 4.

325—THE AGE OF TOLSTOY. Study of late 19th century Russian literature with readings selected from among Goncharov, Aksakov, Bunin, Andreev, and Tolstoy. **Conducted in English.** Fulfills G.E. requirement in literature. No prerequisites.

Bolen. 4.

326—RUSSIAN SOVIET NOVEL FROM SHOLOKHOV TO SOLZHENITSYN. Major figures and movements in Soviet novel with readings selected from among Gorky, Fadeev, Leonov, Sholokhov, Babel, Pilnyak, Pasternak, and Solzhenitsyn. **Conducted in English.** Fulfills G.E. requirement in literature. No prerequisites.

Bolen. 4.

French

331—THE SEARCH FOR THE AUTHENTIC SELF IN FRENCH LITERATURE. An examination of how the main characters of important novels and plays deal with the question: Who am I? Texts from Stendhal, Flaubert, Gide, Mauriac, Malraux, Sartre, Camus, and Genet. **Conducted in English.** Fulfills G.E. requirement in literature. No prerequisites.

O'Keefe. 4.

Urban Studies

Coordinator

David Potter

Faculty Staff

Drs. Potter, William Henderson, G. Wallace Chessman, Emmett Buell, George Bogdanovitch, Charles Henry, Daniel Fletcher, Charles Poulton-Callahan, John Kirby, David Watson, Donald Schilling, Robert Alrutz, and Leonard Jordan.

Guidelines

The Urban Studies major is a trans-departmental approach to the study of urban life.

The student is given a variety of social scientific views of the nature of urban existence in the six-course core curriculum. In addition, the student may pursue his or her particular interests by selecting from a list of appropriate cognate courses.

Alternatively, a range of experiential options available in urban areas may be chosen by students who desire to increase their first-hand knowledge of the city.

Up to 8 credit hours from this experience may be applied toward the major. Satisfactory completion of 32 credit hours is required for the major.

Course Offerings

Core Courses

Basic courses required of all majors include the following:

Interdepartmental

211—THE STUDY OF URBANIZATION. Deals with the origins of the cities, the role of cities in

the social, political, cultural, and economic development of areas. Major theories are discussed in a critical comparison of the contributions of the different social sciences to urban studies. **Staff. 4**

456—REFLECTIONS ON URBAN STUDIES. A seminar for senior majors in the spring semester. Prospects and problems for the future city will be the topic for reading, reports, and discussions. **Staff. 2**

Economics

220—URBAN ECONOMICS. An examination of the economic problems and remedial alternatives in urban areas. This includes analysis of such problems as the declining environmental quality of urban areas, sprawl, blight, maldistribution of incomes and job opportunities, city services and urban transportation systems. The causal factors creating these urban problems and policy alternatives for the improvement of the quality of urban life are introduced and evaluated. Prerequisite: 100. **Henderson. 4**

History

312—THE CITY IN AMERICA. The pattern of American urban growth from colonial times to the present will be examined, with somewhat more attention being given to the post-Civil War period. Intellectual and cultural aspects will be considered along with the economic, social, and political. **Chessman. 4**

Political Science

333—TOPICS IN URBAN POLITICS. This course is designed to provide extensive, in-depth analysis of a specific subject in urban politics. Multiple offering listed as 333 (a), (b), or (c), afford the student several opportunities to investigate a variety of questions throughout the four years at Denison. Examples of past offerings are 333 (a) Community Power Structure, 333 (b) Anti-Poverty Policy for the City, 333 (c) Crime and Justice in the City, and 333 (a) Race, Residence and Housing Policy in Urban America. Major research papers and/or class research projects are generally required. **Buell. 4**

Sociology and Anthropology

434—HUMAN ECOLOGY AND COMMUNITY. This course explores characteristics of urban and other communities; life styles in modern communities; the impact of modern urban life on human behavior; and processes associated with urbanization and modernization on a world-wide perspective. Prerequisite: 100, I.D. 211, or consent. **Potter. 3**

Examples of Possible Cognate Courses

Additional credits which may be applied toward the major may be obtained in cognate courses. Selection of appropriate courses will be made in consultation with the major adviser and in accordance with the student's special interest. These courses may include such offerings as the following:

Art

255 — History of Western Architecture

Black Studies

235 — The Nature of Black Studies

Economics

218 — Economic Development of the United States
302 — Intermediate Microeconomic Theory
310 — Public Finance

English

255 — Imagination and Black Experience in America
355 — The Harlem Renaissance

History

215 — History of Blacks in America

- 305 — Recent American History
- 314 — American Social History Since 1860
- 343 — Modern Britain
- 352 — Social History of Modern Europe
- 356 — Intellectual and Cultural History of Modern Europe

Interdepartmental

- 441-442 — Environmental Studies
- 443-444 — Environmental Studies Seminar

Political Science

- 202 — American Political Behavior and Institutions

Psychology

- 338 — Social Psychology

Sociology and Anthropology

- 209 — Social Problems and Social Policy
- 312 — Minority Relations
- 313 — The Family
- 340 — Social Movements

Descriptions of the above cognate courses may be found in their respective departmental sections of this book. Other courses may be equally appropriate. These can be determined with a faculty adviser.

A description of available experiential options is available through the Office of the Urban Studies Director, Mr. Potter. Included among these options is an interdepartmental field/study seminar to be offered irregularly by members of the Urban Studies Coordinating Committee. This seminar is devoted to research projects focused on nearby urban areas.

Interdepartmental Courses

Faculty

Visiting Professor

Naomi Garrett (1972-)
A.B., Benedict College; M.A., Atlanta U.; Ph.D., Columbia U.

Visiting Lecturer

Florence Howe (1978-)
B.A., Hunter College; M.A., Smith College; Ph.D., U. of Wisconsin
Robert Steven Kirschner (1978-)
A.B., Stanford U.; M.A.H.L., Hebrew Union College

Patricia Stoneburner (1978-)
A.B., Mt. Holyoke College; B.D., Yale Divinity School

Course Offerings

GENERAL EDUCATION 18—INTRODUCTION TO PHILOSOPHY AND THEOLOGY.

A study of selected philosophical and religious issues including: freedom and determinism, ethical relativity, the objectivity of knowledge, the possibility of knowledge of God, and the purpose of human existence. Students read and critically analyze representative essays from a variety of historical periods. They are encouraged to express their own judgment on the issues through class discussion, papers, and essay exams.

Scott, Gibbons. 4

INTERDEPARTMENTAL 140—WHERE DO I GO FROM HERE WITH MY LIFE? A thorough examination of each student's uniqueness—her or his skills, interests, preferences, achievements, and goals. Students will write an autobiography, explore career and life goals, and learn to apply research techniques to investigation of careers and jobs. Satisfactory/unsatisfactory grading. Prerequisites: none. **Somers. 3**

INTERDEPARTMENTAL 246—WOMEN'S STUDIES. A survey course by and about women, presenting content which belongs to various academic disciplines but which is often omitted from courses offered within university departments. Topics are selected from social sciences, life sciences, humanities, and fine arts, utilizing the competence of faculty and other women as participant-lecturers wherever possible. Equal emphasis is placed upon developing mastery of content, self-awareness of sex roles, and community responsibility. Instruction is by means of required and suggested readings, lectures by local and visiting experts, films, small group discussions, individual and group projects, and student writing. The format for the fall semester is a seminar, while the spring semester is a large lecture class in combination with small discussion sections. Each semester the course changes focus, so it is possible for students to take the course more than once. Evaluation is on the basis of Satisfactory/Unsatisfactory. Letter grading is possible by petition in advance. Open to women and men. **Fitzgerald. 3**

INTERDEPARTMENTAL 271-272—GENERAL LINGUISTICS. The study of the analytical (phonology, morphology, syntax) and cultural (comparative and anthropological linguistics) aspects of language, respectively. **Goodman. 4**

INTERDEPARTMENTAL 305—DENISON CHALLENGE. An experientially-based course with an off-campus wilderness phase and an on-campus project phase. The wilderness portion of the fall course begins in August while the wilderness phase of the spring course begins in January. Wilderness environments may include Texas, West Virginia, Wyoming, and New England. **WILDERNESS PHASE:** While in the field, students will receive instruction in outdoor skills and will participate in a variety of experiences including a solo period and a final expedition. Depending upon the location, rock climbing, rafting, spelunking, and ski touring may be possible. In addition, students will be required to study the biological and geological aspects of the area and to keep a journal. **ON-CAMPUS PHASE:** Once back at Denison, students will complete individually-designed course-related projects. The nature and scope of these projects will be the responsibility of each student with emphasis placed on integrity, initiative, and excellence. As a group, students will read a variety of works dealing with leadership, the American wilderness, and man's relationship to the natural world. The group will also participate in a number of leadership and group problem-solving exercises. The cost of the course, above and beyond usual tuition, will be between \$450 and \$550 depending on the number of students enrolled and the location of the wilderness phase. Graded Credit/No Entry. **Dennis, Parchem. 4**

INTERDEPARTMENTAL 320—ASIAN LITERATURE IN ENGLISH TRANSLATION. A sampling, chronological within each culture, of drama, epistle, essay, fiction (long and short), and poetry (epic, ode, lyric) from Babylon, China, India, Japan, Korea, and other Asian countries. **Stoneburner. 4**

INTERDEPARTMENTAL 324—RELIGION AND PSYCHOLOGY. An exploration of the religious phenomenon from the perspective of psychology. In reading works by C.G. Jung, Sigmund Freud, Erich Fromm, and others, attention will be given to their operative understanding of religion and the appropriateness of their methodology to the subject matter. Analyses will be made of psychological and theological statements on a common religious theme. Some attention will be given to efforts at correlating the two disciplines. Same as Religion 324. **Woodyard. 4**

INTERDEPARTMENTAL 353-354—JEWISH IDEAS, TEXTS & TRADITIONS. The purpose of this course is to provide an understanding of the historical development of ideas, religious beliefs, and religious practices within the Jewish tradition. Students may enroll for both semesters, the first semester without continuation, or the second with prerequisite of the first. The first semester will be used to introduce the fundamental texts, rituals, and celebrations of Judaism in an integrated manner. The course will follow the development of Judaism from the biblical through the rabbinic period exploring the social, intellectual, and religious revolution of pharisaic-rabbinic Judaism in the time of early Christianity. The class will also view the rise of Christian-Jewish dialogue through the biblical commentary of Rashi as well as the Greek philosophical interpretation of Judaism in the works of Moses Maimonides. The second semester will begin with the Inquisition and the first events of modern Jewish history. Students will be exposed to the rational and non-rational texts of Spinoza and Lurianic (kabbalah) Mysticism as well as the legal codes (in English) of the Schulchan Aruch. We will explore the social situation surrounding the rise of radical Jewish messianism in the 17th Century as well as the ecstatic religious experience of Hassidic Judaism which followed it. Concerning the events

of this century, the course will review the Holocaust, contemporary Jewish theology, and the rise of Jewish centers in America. **Kirschner. 4.4**

INTERDEPARTMENTAL 372—SUMMER PROGRAM IN CROSS-CULTURAL PSYCHOLOGY. The intent of this five week, off-campus, summer program is to allow for your learning on two interrelated topics: 1) the ways one's own cultural background affects perceiving and behaving and 2) the ways learned conceptions of self affect one's perceptions and behavior in a new culture. In order to do this effectively, it is necessary to be intensively involved in a contrasting culture and to develop a special quality of communication with a small learning group. By perceiving and behaving within a contrasting culture it is expected you will learn not only about that culture but also about you—about you in relation to your home culture, about you in relation to a mutually interdependent learning group, and about you in relation to the physical challenges of living in that new culture. Course format includes a homestay living arrangement, presentations in the history, folklore, and customs of the new culture, presentation of discussion topics in the area of cross-cultural psychology, and beginning language instruction. (In 1978, the group will live for three weeks in a small Swiss village and backpack for two weeks in the high Alps). Each participant desiring credit will be expected to: a) select a particular psychological variable upon which to focus study, b) pursue, prior to the overseas expedition phase readings on the variable chosen, c) present a plan of the study, d) prior to departure, pre-test his/her method of study, e) present, not later than 6 weeks after the expedition, an integrative paper or film. Accompanying the group will be two faculty members; a psychologist/program director and a bilingual native chosen for his ability to articulate psychological variables of the contrasting culture. Depending on the student's work, it will be possible to earn up to four hours of academic credit. The grading system will be a Credit/No Entry. **Tritt. 1-4**

INTERDEPARTMENTAL 375—THE FAUST THEME IN EUROPEAN LITERATURE. The course will examine how an obscure and rather shady character of the 15th Century, a self-acclaimed astrologer and necromancer by the name of Faust, has inspired some of the most fascinating literary masterpieces. The following works will be studied in depth: *The Historie of the damnable life and deserved death of Doctor John Faustus* by an anonymous author of the 16th Century, Marlowe's *The Tragical History of the Life and Death of Doctor Faustus*, Goethe's *Faust*, Byron's *Manfred*, Th. Mann's *Doktor Faustus*, and Bulgakov's *The Master and Margarita*. The emphasis will be on the figure of Faust as a representative of Western man: his pursuit of knowledge, his aspirations towards the divine and his fascination with the demonic, his role in society, and his damnation or salvation. **Winter. 3**

INTERDEPARTMENTAL AND LATIN AMERICAN STUDIES 401a—CASTROISM AND THE PROCESS OF THE CUBAN REVOLUTION. A seminar on present-day Latin American trends with an analytical and comparative study of the Cuban Revolution. Emphasis will be on the social, political, economic, cultural, and historical circumstances prevailing in Cuba before and after 1959. **Armas. 3**

INTERDEPARTMENTAL AND LATIN AMERICAN STUDIES 401b—SEMINAR: STUDIES OF THE MEXICAN AND CUBAN REVOLUTIONS. A comparative study of the ideological, sociological, and literary background and development of the Mexican and Cuban revolutions. Similarities and differences. Analysis of the different patterns leading up to both revolutions, the social basis of Mexican and Cuban politics, and the program and prospect of Cuban socialism as compared to Mexican bourgeois democracy. An examination of the writers that best express both revolutions: political leaders, sociologists, historians, novelists, poets, etc. We will explore such questions as: the role of the leader versus the role of the masses; capitalism versus socialism; foreign intervention; and the meaning and impact of both movements in the rest of Latin America. **Ramos. 3**

INTERDEPARTMENTAL AND LATIN AMERICAN STUDIES 401c—CARIBBEAN STUDIES. A seminar designed for students who wish to combine a study of some aspects of the Caribbean area. The course offers a broad perspective of the ethnic, social, political, and economic problems of the so-called Caribbean area, which encompasses black as well as white countries. The focus of the seminar will be on the troublesome spots of the Caribbean: Cuba, Puerto Rico, Haiti, Barbados, Martinique, etc., and their relationship to the United States. **Armas. 3**

INTERDEPARTMENTAL 441-442—ENVIRONMENTAL STUDIES. The course is a problem-oriented experience integrated into a closely coordinated senior program. This program is conceived of as an in-depth investigation of one significant environmental problem, ideally of local community concern, which will focus the attention of participating students and faculty upon relevant factors and their implications for solutions. In this manner each participant will contribute from his or her special area of emphasis while experiencing the integration needed for a comprehensive approach to a problem with inherent complexity. The teaching staff consists of faculty members from the following departments: Economics, Political Science, Sociology and Anthropology, Psychology, Biology,

Chemistry, Geology, and Physics. Prerequisites: Senior standing; taking concentration in Environmental Studies. **Staff. 4**

- **INTERDEPARTMENTAL 443-444—ENVIRONMENTAL STUDIES SEMINAR.** This program is designed to confront students from diverse disciplines with the complexities associated with those problems centering on environmental quality and its determination. By seminars, projects, and participation in hearings, conferences, or meetings, students and faculty will come to grips with actual problems found in Central Ohio. This will involve, in addition to attendance, visits to off-campus meetings, and individual projects. **Staff. 2**



Departmental Majors

Art

Faculty

Chairperson

George Bogdanovitch (First Semester)

Michael Jung (Second Semester)

Professor

George J. Bogdanovitch (1972-) (On Leave Second Semester)

B.A., Rutgers U.; M.F.A., U. of Iowa

Eric E. Hirshler (1959-)

B.A., Bowdoin College; M.A., Ph.D., Yale U.

Associate Professor

Michael Jung (1967-) (On Leave First Semester)

B.A., Denison U.; M.S., M.F.A., U. of Wisconsin

Assistant Professor

Christopher Bunge (1975-)

B.S., M.A., M.F.A., U. of Iowa

Paul J. Cardile (1978-)

B.A., M.A., Queens College; M.Phil., Ph.D., Yale U.

Marilyn Poepelmeyer Hook (1975-) (On Leave All Year)

B.F.A., Washington (Mo.) U.; M.F.A., State U. of New York at Buffalo

Lecturer

Mary K. Campbell (1956-)

Visiting Lecturer

Howard Bossen (1978-)

B.F.A., Philadelphia College of Art; M.A., Ohio State U.

Janice Dundon (1977-)

B.A., M.A., Ohio State U.

Departmental Guidelines

All courses (studio and art history) will satisfy the Three-Hour Basic Requirement in the Arts. Art 103 does not count toward the minimum hours for an Art Major.

Major in Art

The Art Department offers courses for two degrees—Bachelor of Arts and a Bachelor of Fine Arts.

B.A. degrees are given in Art History and Studio Art. The B.F.A. degree is given in Studio Art.

The candidate for the Bachelor of Arts degree may take up to 52 semester-hours of credit. The minimum requirement in Art is 30 semester-hours.

The candidate for a Bachelor of Fine Arts degree may take a greater number of semester-hours of credit. For this degree the candidate is privileged, with the consent of the departmental chairperson, and adviser, to substitute for Specified Requirements. The minimum requirement in Art is 40 semester-hours. No less than 12 hours of Art History are required for the B.F.A. and the B.A. degrees in Studio Art.

Prospective students who apply for admission for the B.F.A. degree are invited to submit a portfolio for evaluation and recommendation to the Admissions Committee between the middle and end of February.

The student may elect to work toward either degree in the following programs:

Art History offers two kinds of majors. There is the professional major for a student who wishes to pursue his or her studies later at a graduate school and the major who is looking for a career in connoisseurship, conservation (care and restoration of works of art), teaching art history at the secondary school level or working in museums or civil service. The B.A. degree is given in this program. In addition to meeting the departmental minimum semester-hours, an Art History major is advised to take two courses in the Studio field and to take foreign languages.

Studio Major is offered for the student who plans a career as an artist or as an artist working as a college or high school teacher of Art. Areas of studio concentration offered in this program are Ceramics, Graphics, Painting, Sculpture, and Photography. The B.F.A. is typical of this major, although it is possible to major in the Studio field as a B.A. candidate. Students planning to take the B.F.A. degree must elect this program no later than the first semester of the sophomore year. Any student whose interest lies in the Studio area should enroll in beginning courses in the *freshman* year.

A student wishing to complete a Bachelor of Arts degree in Studio Art must have a minimum of nine hours or three courses in one particular studio area (Painting, Prints, Sculpture, Ceramics, and Drawing).

A candidate for the Bachelor of Fine Arts degree is required to take a minimum of 40 credit hours in a major area. A student may design a joint or combined major involving more than one Fine Arts Department.

In addition, a student will take a minimum of 15 credit hours in any of the following areas, other than the major area of concentration; art history, dance, music, theatre, film, athletics and creative writing. Other courses may be acceptable upon departmental approval.

A Bachelor of Fine Arts degree candidate in studio art must take no less than 12 credits in art history. Credits in excess of 12 in Art History can be used to help satisfy the related arts fields requirement of the B.F.A. degree. It is recommended that the student pursue courses in other departments.

Certain courses in this department require the use of safety glasses. These courses are designated with the words "Safety Glasses Required" at the end of their descriptions. A full statement on the use of safety glasses appears earlier in this Catalog.

Course Offerings

History of Art Courses

205-206—HISTORY OF ART SURVEY. General survey of the Arts of the Western World. Ancient and Medieval (first semester); Renaissance and Modern (second semester). May be taken separately. **Staff, Hirshler. 3**

255—HISTORY OF WESTERN ARCHITECTURE. A concise presentation of the forms of architecture in Western cultures from ancient times to present day. **Bogdanovitch. 3**

301—ANCIENT ART. A survey of the ancient arts of the valleys of the Nile, and the Tigris-Euphrates. The development of ancient Greek architecture, sculpture, and vase painting from Minoan through Hellenistic times; the contribution of archeology to the knowledge of Greek Art. **Staff. 3**

303—MEDIEVAL ART. A selective survey of Early Christian, Byzantine, Romanesque, and Gothic Arts considered in their social and cultural context. **Staff, Hirshler. 3**

304—ITALIAN RENAISSANCE ART. Study of architecture, sculpture, and painting of the Italian-centered Renaissance beginning with the Humanism of Giotto in the Trecento and through the Mannerist crisis of the early 1600's. **Staff. 3**

305—NORTHERN RENAISSANCE ART. Study of architecture, sculpture, and painting, in Northern and Central Europe (France, the Low Countries, Germany, etc.) from the 14th Century. (Van Eyck) through the age of Reformation (Durer and his contemporaries). **Hirshler. 3**

307—INDIAN ART. The Art of India, beginning with the Indus Valley Civilization through the Moghul era. A foundation of architecture, sculpture, and painting of Hindu, Buddhist, and Muslim India designed as a beginning for all of Asia Art. **Staff. 3**

308—ART OF CHINA AND JAPAN. The Art of Northern Asia as exemplified by Chinese and Japanese sculpture, painting, and ceramics. A fundamental study, beginning with prehistoric times, up to the 20th century. Also, an opportunity to work with the Dye collection of Chinese art. **Staff. 3**

309—ISLAMIC ART. The Art of the Middle East under Muslim rule, a study ranging from the 7th century A.D. until the 18th century in Spain, Egypt, Syria, Turkey, and Persia. Architecture, painting, rugs, and ceramics of the most important Muslim art center. **Staff. 3**

310—BURMESE ART. The Art of Southern Asia as seen in Burma, Thailand, and Cambodia. Studied as an outgrowth of Indian culture redefined in each of the three countries and how each differs from India and each other. Opportunity to work with Denison's Burmese collection directly thus learning some problems of museology and curatorship. **Staff. 3**

311—ART AND SOCIAL PROTEST. A study of artists as social critics in prints, drawings, and paintings. The art of social and political propaganda, reform and revolution. **Hirshler. 3**

313—AFRICAN ART. A series of coordinated lectures. **Staff. 3**

403—MUSEOLOGY. This course will place special emphasis on the scholarly and professional aspects of formal museum operation. The offering will explore the functions and responsibilities of the curator (research, attribution, publication), the registrar (maintenance of and the production of an archive and general catalogue), accessioning (numerical organization of the collection, reception of objects), and the conservator (restoration, preservation). **Staff. 2**

405—NORTHERN BAROQUE 1600-1750. The Art of 17th Century Holland, Belgium, Germany, and France. Among the outstanding artists studied will be Hals, Rembrandt, Ver Meer and the Dutch Still Life and Landscape painters; Rubens, van Dyck, Jordaens, Snyders, Teniers; Possin, Claude Lorrain, Georges de la Tour, Philippe de Champaigne, the Le Nain brothers, LeBrun and the French Academy; Troger, the Asam brothers, and aspects of architecture and sculpture in these countries. **Hirshler. 3**

406—SOUTHERN BAROQUE 1600-1750. The Art of Italy and Spain during the 17th Century. Roman and regional baroque schools. Among the outstanding artists studied will be the Caracci brothers, Reni, Domenichino, Pietro da Cortona, Lanfranco, Caravaggio and his followers, Bernini, Borromini and others. In Spain, the study will concentrate on Velasquez, Zurbaran, Ribera, Murrillo and developments in sculpture and architecture. **Hirshler. 3**

407-408—MODERN ART. First semester covers from the end of the French Revolution, i.e. ca., 1795-1880's painting, sculpture and architecture and the developments usually classified under Romanticism, Classicism, and Eclecticism. Second semester covers from the late or post impressionism to and including the contemporary scene. May be taken separately. **Hirshler, Bogdanovitch. 3**

425—ART IN AMERICA. A survey of the Arts in America from the colonization and settlement to the contemporary scene with emphasis on contemporary American art since 1945. **Bogdanovitch. 3**

Studio Courses

103—ELEMENTS OF VISUAL ARTS (Sections One and Two). Studio Art appreciation. Problems in two and three dimensional design to acquaint the student with the contemporary designer's visual vocabulary of form and to test the student's interest and range of ability in the Visual Arts. **Campbell. 3**

115—PAINTING I. An exposure to several philosophical approaches to painting with emphasis on traditional and non-traditional techniques. **Bogdanovitch, Jung. 4**

131—PRINTMAKING I. a) Drawing, design, b) setting equipment, tools, materials, work methods,

printing, registration, the edition protection of prints, c) direct involvement with relief silkscreen intaglio. A one semester course offered every semester—Safety glasses required. **Campbell. 4**

141—SCULPTURE I. This course is based in three areas of concentration. A student will be led to the sculptural idea through a strong grounding in drawing, a historical and contemporary approach to sculptural philosophy through readings and discussion and finally through a confrontation of materials and sculptural process. These will not be approached as separate units but as a total experience—Safety glasses required. **Hook. 4**

211-212—LIFE DRAWING. Study from the human figure in charcoal and other media with emphasis on structure in line, value and color. **Hook, Bogdanovitch, Jung. 4**

213-214—LIFE DRAWING WORKSHOP. Advanced study in figure drawing, emphasizing individualized interpretations of the figure in relation to painting, sculpture and graphics. Prerequisite: 211-212/or consent. **Hook, Bogdanovitch, Jung. 4**

215-216—PAINTING II. Continued painting experience with emphasis on developing individual concepts. **Bogdanovitch, Jung. 4**

217-218—INTRODUCTION TO STILL PHOTOGRAPHY. Function of cameras, films, developers, and lenses, taking pictures, developing of negatives and printing; elementary problems of light, form texture, and composition; historic overview of the camera. Offered both semesters. **Jung, Hook. 3**

221-222—CERAMICS I. Basic techniques of building ceramic forms by hand and by wheel as well as by glaze formula, decorative techniques, and the firing process. **Bunge. 3**

231-232—GRAPHICS. The several media of printmaking include woodcut, linoleum, and etching in black and white and in color. **Campbell. 4**

241-242—SCULPTURE. Experiments in three-dimensional design in various media including clay, casting in plaster, direct work in wood and plastics. Prerequisite: 141 beginning second semester—Safety glasses required. **Hook. 3**

315-316—PAINTING III. Prerequisite 215. **Bogdanovitch, Jung. 3**

321-322—CERAMICS II. Prerequisite: 221-222. **Bunge. 3**

341-342—INTERMEDIATE AND ADVANCED SCULPTURE. Prerequisite: 241-242—Safety glasses required. **Hook. 3**

361-362—DIRECTED STUDY. For the student of marked creative ability who wishes to pursue advanced subjects not otherwise listed, such as design, drawing, graphics, ceramics, or history and criticism. **3**

401—VISUAL ARTS PRACTICUM. Theory and creative practice in selected areas of the visual arts for the talented and superior student. As registration warrants, the areas listed below will be offered. No more than 18 semester-hours of credit will be counted toward graduation. **2-18**

- a. Figure and Portrait Painting
- b. Design
- c. Historic Methods and Materials of Painting and Drawing
- d. Ceramics
- e. Sculpture
- f. Graphics
- g. Commercial Art
- h. Fashion Illustration
- i. Seminar in Art Theory
- j. Assemblage
- k. Watercolor
- l. Photography

421-422—CERAMICS III. This course requires a working knowledge of ceramics processes (i.e., forming, finishing and fire techniques). Students work in depth, developing a personal approach to the medium acquiring greater competency in the area of ceramics. **Bunge. 3**

451-452—SENIOR RESEARCH. **Staff. 4**

Astronomy

Faculty

See Physics Department

Departmental Guidelines

Astronomy 100 is a course in Descriptive Astronomy, designed explicitly for the non-major student, and may be used to satisfy one course of the science requirement. The student who desires preparation for graduate work in Astronomy, Astrophysics, or Space Physics should pursue a modified major in Physics. This program normally will include one or more year courses in Astronomy. See Physics Department section.

Course Offerings

100—CURRENT TOPICS IN ASTRONOMY. This course is designed primarily for the non-major student. Topics will be chosen from such areas as the history of astronomy, the planets, the origin of the solar system, stellar classifications, stellar evolution, galactic astronomy, and cosmology. Course and laboratory work will also emphasize the observational aspects of modern astronomy: optics, optical and radio telescopes, astrophotography, and the measurement of time and coordinate systems. Three lectures per week; one two-hour laboratory in alternate weeks. **No previous training in physics or college mathematics is required.** Offered each semester. **Staff. 3**

311-312—SPECIAL TOPICS IN ASTRONOMY. This course is to provide qualified students with the opportunity to pursue experimental and theoretical work in one or more of the areas of Modern Astronomy. Prerequisites: Junior standing and consent. **Staff. 3 or 4**

361-362—DIRECTED STUDY. Prerequisite: Consent of chairperson.

Staff. 3

451-452—SENIOR RESEARCH.

Staff. 4

461-462—INDIVIDUAL WORK FOR HONORS.

Staff. 4

Biology

Faculty

Chairperson

Philip E. Stukus

Professor

Robert W. Alrutz (1952-)
B.S., U. of Pittsburgh; M.S., Ph.D., U. of Illinois

Robert R. Haubrich (1962-)
B.S., M.S., Michigan State U.; Ph.D., U. of Florida

Gail R. Norris (1949-51, 59-)
B.S., Ohio U.; M.S., Ph.D., Ohio State U.

Associate Professor

Kenneth P. Klatt (1969-)

B.S., Ohio State U.; Ph.D., U. of Minnesota

Ken V. Loats (1968-)

B.A., Central College; M.S., State U. of Iowa

Raleigh K. Pettegrew (1968-)

B.A., Baldwin College; Ph.D., Kent State U.

Philip E. Stukus (1968-)

B.A., St. Vincent College; M.S., Ph.D., Catholic U. of America

Assistant Professor

Bonnie Lee Lamvermeyer (1978-)

B.S., M.S., Ph.D., Bowling Green State U.

Instructor

Juliana C. Mulroy (1977-)

B.A., Pomona College; A.M., Duke U.

Research Professor

William F. Windle (1971-)

B.S., Sc.D., Denison U.; M.S., Ph.D., Northwestern U.

Departmental Guidelines

Three basic concerns of this department are graduate and professional school preparation of students, research contributions of the faculty shared, in principle at least, with students, and the expression of empathy between man and the rest of the living state.

The biology curriculum includes prerequisite courses for professional training in Medicine, Dentistry, Nursing, and Forestry. It supplies training for the teacher and the laboratory technician and provides basic preparation for graduate study.

Each student's sequence is arranged in consultation with the staff members with whom the student chooses to do his or her advanced work, or with the chairperson of the department.

Major in Biology

A student majoring in Biology (B.A. or B.S.) must elect a minimum of 32 semester hours of credit in Biology. Only 4 semester hours of Directed Study may be applied toward the 32 hr. minimum. Senior Research (451-452) and Honors Research (461-462) do not count towards the minimum or maximum number of hours for a major. General Zoology (110), General Botany (111), Molecular Biology (112), and Biology Seminar (400) are required of all majors.

Requirements for the Bachelor of Arts degree in Biology include, in addition to the above, one year of Chemistry (excluding Chemistry 100 or 108), or one year of Physics (excluding Physics 100), or one year of Geology (Geology 105 or Geology 111 plus one advanced course in Geology) and at least one course from each of the four groupings (A,B,C,D) noted below.

Requirements for the Bachelor of Science in Biology include, in addition to the above, the following: two years of Chemistry, one year of Physics, one semester of Geology, a year of a Denison foreign language at the intermediate level (French, German, or Russian are recommended) or a year of Mathematical Sciences including Statistics and Computer Science and at least one course from each of the four groupings (A,B,C,D) noted below.

Biology course groupings are as follows: Group A—216, 225, 226, 236, 250, 302, 341; Group B—201, 211, 215, 223, 224, 234; Group C—218, 220, 221, 232; Group D—210, 213, 214, 222, 227, 240, 326.

Major in Biology (Environmental Studies Concentration)

See Environmental Studies

General Education Offerings

The department offers four courses (100, 110, 111, 112) any one of which may satisfy a part of the science requirement in the General Education requirement of the college.

Biology 110, 111, and 112 serve as prerequisites for courses in the department and may be taken in any order. They are in no sense prerequisites for each other, and they need not all be completed before the student enters advanced courses. It is suggested, however, that students entering 112 (Molecular Biology) have some experience in high school Chemistry. Any one of the above courses may be taken to meet a part of the science requirement.

Course Offerings

100A—GENERAL BIOLOGY. A course for the non-major student designed to emphasize selected basic principles of biology. Topics to be covered include cell biology, genetics, reproduction and ecology. The lectures will be applicable to most organisms although there will be an emphasis on plants in the laboratory. **Loats. 3**

100B—GENERAL BIOLOGY. The major emphasis of this section of biology for the non-major student is the study of man as a biological organism. The topics covered include: The function of the digestive, circulatory, excretory, nervous and immune systems. The systems are examined with a special emphasis on neural and hormonal control as well as medical problems leading to malfunction. A reasonable amount of time is spent studying reproduction in humans and the inheritance of physical traits. **Klatt. 3**

100C—GENERAL BIOLOGY. The major areas of discussion in this course designed for the non-major are: cell biology, metabolism, human genetics and evolution, disease (primarily of bacterial and viral origin), control of disease, effect of drugs on humans, pollution and ecology. **Stukus. 3**

100D—GENERAL BIOLOGY. This course is an introduction to human biology, based on the idea that students taking only one course in biology will have a vested interest in their own biological nature and some of its relations to the physical and organismic world around them. It is intended that such a study will stimulate additional curiosity and provide an incentive to further investigate the basic principles that unite and characterize all life forms as well as to provide the bases for differences. Topics to be covered will include basic physical parameters of life, the anatomy and function of the major organ systems of the human body, and some considerations of human relationships to both living and non-living components of the physical and social environment. **Pettegrew. 3**

100E—GENERAL BIOLOGY. The biology of local organisms will be studied in the field and laboratory with emphasis upon living organisms, their natural history and relationships with each other. Units will be devoted to man's relationship with natural systems, such as extinction, wildlife management and habitat depletion. **Alrutz. 3**

110—GENERAL ZOOLOGY. The animal kingdom is studied with emphasis upon concepts of evolution as expressed in genetics, development, problems of phylogeny, and comparative physiology-morphology. Laboratory work includes dissections, problems in genetics, physiology, and observations of living animals. (Offered to both majors and non-majors.) **Staff. 3**

111—GENERAL BOTANY. A survey of the plant groups is emphasized as well as a study of the physiology, anatomy, ecology and cell biology of higher plants. Open to non-majors as well as majors. **Staff. 3**

112—MOLECULAR BIOLOGY. A study of the living state at the molecular level. Such topics as the basic morphology of cells, the nature of macromolecules, respiration and energetics and permeability theories are considered. The basic nature of genetic information in cells and viruses, its duplication, its role in protein syntheses and molecular control mechanisms are also discussed. **Staff. 3**

201—HUMAN ANATOMY AND PHYSIOLOGY. A study of human anatomy and physiology. Laboratory is based upon the consideration of a mammal, including both dissection and experimentation. No students who takes 201 will be allowed to register for 234. Prerequisite: 110 and consent of the instructor. **Pettegrew. 4**

210—INVERTEBRATE ZOOLOGY. Comparative anatomy, development, and physiology of non-chordate animals. Theories of phyletic origins and relationships are considered along with elements of natural history, behavior, and physiology of individuals. Certain principles of Limnology and

Marine Biology are studied in the context of the above material. Prerequisite: 1 semester of Biology.
Haubrich. 4

211—COMPARATIVE ANATOMY. A comparative study of the anatomy and physiology of chordate animals with a study of function and its possible relevance as an indicator of selective forces applied in the evolution of structures. Laboratory work is chiefly detailed dissection and study of certain protochordates, the lamprey, the shark, and the cat. Prerequisite: 110 or consent of instructor.
Haubrich. 4

213—VERTEBRATE FIELD ZOOLOGY. The classification and natural history of vertebrate animals will be studied in the laboratory and the field. Emphasis will be placed upon those vertebrates occurring in the northeastern states but other groups and species will be included to illustrate basic biological principles. Methods of field study, collection and specimen preparation will be correlated with appropriate autotutorial aids to give in-depth studies of selected groups.
Alrutz. 3,4

214—ENVIRONMENTAL BIOLOGY. An introduction to the principles of environmental Biology by lectures, field problems, and individual projects. Extensive use is made of the Denison University Biological Reserve. Students registering for 4 credits will do a field problem. Prerequisite: 1 year of Biology or consent of instructor.
Alrutz. 3,4

215—GENERAL MICROBIOLOGY. An introductory course in microbiology emphasizing the general structure, occurrence and types of bacteria, molds and viruses, as well as their cultivation in the laboratory. Mechanisms of pathogenicity and host defense mechanisms are also discussed. Laboratory emphasis is on the fundamental techniques of isolating, culturing and staining of bacteria with identification of unknown organisms an integral part of the lab. Prerequisites: 110, 111 or 112 or consent of the instructor.
Stukus. 4

216—ADVANCED MICROBIOLOGY. An advanced topics course in microbiology. Subjects considered include bacterial physiology, environmental microbiology, pathogenic microbiology, virology and immunology. Prerequisites: 215 or consent of the instructor.
Stukus. 4

218—PLANT MORPHOLOGY. Designed to emphasize the morphology of selected plant groups with an emphasis on algae and fungi. Other groups to be studied include the mosses, ferns, and lichens. Morphogenesis will be stressed as will aspects of fresh water and marine water ecology and plant diseases. Laboratories include tissue culturing, a study of structures, and gaining facility with identification. Prerequisite: 111.
Loats. 4

220—PLANT SYSTEMATICS. A study of taxonomic principles and techniques and their application to the vascular plants. Laboratory and field emphasis is on the local spring flora. Prerequisite: 111 or consent.
Mulroy. 4

221—PLANT ECOLOGY. An analysis of biological organization at the population, community and ecosystem levels and the relationship of plants to the physical and biological environmental factors. Field and laboratory experiments emphasize ecological research techniques. Prerequisites: 111 or consent.
Mulroy. 4

222—PARASITOLOGY. An introduction to the biology of animal parasitism with special consideration of those organisms affecting man. Lectures and associated visual aids emphasize the inter-relatedness of human ecology and parasitic adaptations. Laboratory studies lead to an understanding of structure and facility in identification. Prerequisite: 1 year of Biology or consent of instructor.
Alrutz. 3

223—HISTOLOGY. Microscopic anatomy of vertebrates, chiefly mammals, including the making of microscopic preparations. Prerequisite: 110 or consent of the instructor.
Norris. 4

224—DEVELOPMENTAL BIOLOGY. Developmental biology is concerned with the formation of living organisms and encompasses the continuum of molecular, cellular, and organismic development in an evolutionary perspective. This course emphasizes the development of the organism. Topics to be considered are: cellular, unicellular, and acellular systems; development in invertebrates and vertebrates; and development in plants. The laboratory includes exercises in experimental embryology (using algae, slime molds, hydra, flatworms, frogs, and birds) and also a classical slide study into comparative embryology (using starfish, the frog, the chick, and the pig). Three lectures and two laboratories per week. Prerequisite: 110, 112.
Hoerter. 4

225—GENETICS. Genetics is the study of biological material transmitted between generations of organisms. Topics to be discussed are: variation of the genetic information; packaging and recomb-

nation; interaction of the products of the genetic machinery; origin and development of the genetic information; and behavior of genes in populations. The laboratory is concerned with techniques and procedures that will give the student an insight into the methodology and complexity of genetic research. It will include: Autosomal inheritance, linkage, gene interactions; mutation, artificial and natural selection, gene frequencies, and experiments with microorganisms. Three lectures and two laboratories per week. Prerequisite: 112. **Hoerter. 4**

226—MICROBIAL GENETICS. A course emphasizing the genetics of bacteria. Topics considered include mutation theory, mutagenic agents, the structure and replication of genetic material recombinations, and known regulatory mechanisms found in bacteria. Laboratory experiments demonstrate the nature of variations and recombinations in bacterial cells. Prerequisites: 112, 215 or consent of instructor. **Stukus. 4**

227—ENTOMOLOGY. Introductory study of insects, utilizing field and laboratory experiences. Prerequisite: 1 year of Biology or consent of instructor. **Alrutz. 3**

232—PLANT PHYSIOLOGY. A study of the functional relationships of the plant body in which water relations, respiration, transpiration, growth and development, photosynthesis, mineral nutrition, and food translocation are emphasized. Prerequisites: 111 and 112 or consent. **Loats. 4**

234—ANIMAL PHYSIOLOGY. The concept of organismic homeostasis and control employed as a unifying theme in investigation of the major mammalian organ systems using the human as the basis for comparison. Primary topics considered are the physiology of nerve tissue (particularly the autonomic system), muscle, respiratory, cardio-vascular, renal, digestive, and reproductive systems. Laboratory experience revolves around the use of living animals in investigating the principles and affective parameters involved in some of these systems. One year of chemistry is suggested but not required. No student who takes 234 will be allowed to register for 201. Prerequisite: 110 and consent. **Pettegrew. 4,5**

236—RADIATION BIOLOGY. A study of radiation, its interaction with matter, and its application to biological systems. Concepts relative to unstable nuclei, units of measurement, detectors, and statistics of counting will be applied to tracer work of plant and animal processes and metabolic pathways. Prerequisites: 110, one year of chemistry, and junior standing or consent of instructor. **Norris. 4**

240—BEHAVIOR. Analysis of individual behavior patterns and patterns of group behavior in organisms with consideration of relations between population size, behavior, and physiology of individuals. The possible significance of behavioral factors as selective forces is also considered along with certain aspects of behavioral evolution. Prerequisite: 110 or consent of instructor. **Haubrich. 4**

250—LABORATORY TECHNIQUES OF CELL BIOLOGY. The primary purpose of this course is to introduce analytical techniques of cell biology. Topics such as tracer techniques, electrophoresis, cell culture, enzymology, centrifugation, chromatography, and polarigraphy. In addition, special attention is paid to the design of cell biology experiments. Prerequisites: 112 or Chemistry 121-122 or consent. **Klatt. 4**

302—BIOCHEMISTRY. A study of the chemical and physiochemical properties of living organisms. Concepts will be developed through a study of the physical and chemical properties of biological compounds and integration of various metabolic pathways in an attempt to understand the dynamics of living systems. The laboratory will include the isolation and study of properties of biological compounds. Prerequisites: 112 and Chemistry 224 and 226 or 228. (Same as Chemistry 302). **Klatt. 4**

326—EVOLUTION. Evolution is any (gradual) process of formation or growth or development. This course is concerned with several types of evolution but focuses on organic evolution, the emergence of order in biological systems from the molecular to the gross morphological level as determined by teleology and optimality principles in biology. Topics to be covered are: classical evolution, history of the development of the concept, the paleontological record, genetic evolution, organismic design, ontogenetic and phylogenetic development, the ecological network, major events in the evolution of life on earth, information theory and teleology, exobiology, the ascent of man, and bioethics. Four lectures per week. Prerequisite: consent. **Staff. 3**

341—IMMUNOLOGY. A general course in immunology, with the major emphasis being on a description of the cellular immune responses in animals. The basis of immunogenetics and immunology shall be developed. Allergic phenomena, autoimmune diseases, and tumor cytotoxicity will also be discussed. The laboratory portion of the course will involve training in: immunotitration, immunoelectrophoresis, preparation of anti-sera, response of lymphocytes to mitogens and meas-

urements of cytotoxicity. Prerequisites: 110, 112, and consent.

Klatt. 4

350—MINOR PROBLEMS. A research problem (library or laboratory) of limited scope which provides the opportunity for the qualified student to extend his or her interest beyond the limits of particular course offerings. A student may take 350 only once.

Staff. 1-2

361-362—DIRECTED STUDY. A research problem (library or laboratory) which provides the opportunity for the qualified student to extend his or her interest beyond the limits of particular course offerings. (Only one directed study may count toward the 32 credit hour minimum in biology.)

Staff. 3

400—BIOLOGY SEMINAR. Special considerations within the Science of Biology. A discussion-type seminar with students and faculty. Required of all majors during their junior year or first semester senior year.

Staff. 2

451-452—SENIOR RESEARCH. For seniors desiring work on an advanced research problem. Approval of student petitions is at the departmental level. Three copies of the research report are presented to the adviser of the project—one for the department files, one for the adviser, and one for the student. The grade is determined by the adviser in consultation with one other reader. In certain cases this course may become individual work for Honors. (Does not count toward minimal departmental requirements).

Staff. 4

461-462—INDIVIDUAL WORK FOR HONORS. Senior research which serves as a partial fulfillment for Honors. (Does not count toward minimal departmental requirements).

Staff. 4

TEACHING OF SCIENCE (See EDUCATION 311).

Chemistry

Faculty

Chairperson

Richard R. Doyle

Professor

John B. Brown (1952-)

B.S., U. of Kentucky; Ph.D., Northwestern U.

Gordon L. Galloway (1967-)

B.S., Franklin and Marshall College; Ph.D., Michigan State U.

George L. Gilbert (1964-) (On Leave Second Semester)

B.S., Antioch College; Ph.D., Michigan State U.

William A. Hoffman, Jr. (1960-)

B.S., Missouri Valley College; M.S., Ph.D., Purdue U.

Dwight R. Spessard (1953-)

Wickenden Chair of Chemistry

B.S., Otterbein College; Ph.D., Case Western Reserve U.

Associate Professor

Richard R. Doyle (1967-)

B.S., Drexel Inst. of Technology; M.S., Ph.D., U. of Michigan

Thomas A. Evans (1968-)

A.B., Grinnell College; Ph.D., Michigan State U.

Departmental Guidelines

The Chemistry Department is among those approved by the Committee on Professional Training of the American Chemical Society to offer a Certificate of Professional Training in Chemistry to students who satisfy certain minimal requirements.

In addition to providing a general cultural background, courses in chemistry also provide basic preparation for entering chemical industry, for undertaking graduate study in chemistry, biochemistry or chemical engineering, and for continuing professional study in fields such as medicine, dentistry, geology, physics or engineering.

Students who plan to teach chemistry in a secondary school are advised to consult closely with the Department of Education early in the freshman year regarding the various combinations of chemistry courses needed to meet the requirements for teaching certification at the secondary school level.

All laboratory courses in chemistry are governed by a policy of breakage fees described earlier in this Catalog.

Approved safety glasses are required for all those courses specified by the "Safety glasses required" designation appearing in the last line of a catalog description. The general policy regarding safety glasses is explained in detail earlier in this Catalog.

The names of instructors accompanying individual course descriptions are the names of the persons expected to teach those courses during this academic year. The word "Staff" is used to denote equivocal situations.

Major in Chemistry

The department provides two routes to the bachelor's degree: a Bachelor of Science program for students wishing an intensive study of chemistry and related sciences in preparation for professional careers or graduate work; and a Bachelor of Arts program for students intending to pursue fields such as dentistry, medicine, secondary school teaching or other areas requiring a strong chemical background. Earning a B.A. degree does not preclude a professional scientific career, although an additional year of undergraduate study may be required for admission to some graduate programs.

A student may graduate with a B.A. degree on fulfillment of G.E. requirements and the successful completion of the following courses: Chem. 121-122; 223-224; 225-226; 231; 341-342; 352; 250 or 300; and 472. Also: Phys. 121-122 or 221-222; Math Sci. 123-124. A student electing to receive a B.S. degree must also complete Chem. 317, and any two courses from among Chem. 302, 421, 431, and 441 or complete Chem. 317 and any one course from among Chem. 302, 421, 431, and 441, in addition to at least one semester of laboratory research taken either as Chem. 361 or 362 or Chem. 451/452, or 461-462. A major who elects German to meet the language requirement and who takes certain advanced courses will be certified to the American Chemical Society.

Major in Chemistry (Environmental Studies Concentration) See Environmental Studies

Course Offerings

100—CONTEMPORARY CHEMISTRY. Designed to impart some understanding of the methods of chemistry to the non-chemistry major by using an approach different from that used in 121-122. Topics vary with the instructor but usually include: fundamentals of chemical language, nomenclature and structure of selected organic molecules; certain aspects of the chemistry of plastics, agricultural chemicals, pesticides, food additives, narcotics, drugs, and oral contraceptives; the chemistry of air and water; and general considerations related to radiation and nuclear power. This course is not open to students with previous background in college chemistry and is not recommended for science majors. Offered both semesters. Three class periods and one laboratory period weekly. Safety glasses required.

Gilbert. 4

110—INTRODUCTION TO COLLEGE CHEMISTRY. This course is open to students who have had no previous chemistry and to other students by consent. It consists of an introductory and less intensive treatment of the content of 121-122 with emphasis on the language of chemistry and on solving its arithmetic and algebraic problems. This course will satisfy the G.E. science requirement but is intended principally for students who intend to take more chemistry. Three class periods and one laboratory period weekly. Safety glasses required.

Brown. 4

121-122—GENERAL COLLEGE CHEMISTRY. An introductory study of basic chemical principles. Topics include: fundamental language and nomenclature; stoichiometry; chemical bonding;

molecular geometry; periodicity of chemical properties; comparison of states of matter; acid-base chemistry and an introduction to chemical equilibrium, kinetics, thermodynamics, and electrochemistry. Continued attention will be given to properties and reactions of biologically and industrially important substances. Laboratory experiments are designed to introduce quantitative and/or synthetic techniques and are selected to illustrate and reinforce material discussed in lecture and recitation. Prerequisite: high school chemistry or 110. Four class periods and one laboratory period weekly. Safety glasses required. **Gilbert, Evans. 4**

223-224—ORGANIC CHEMISTRY (MAJORS AND NON-MAJORS). A study of the aliphatic, aromatic, and heterocyclic compounds of carbon. Both sections (majors and non-majors) study the chemistry and stereochemistry of most of the principal classes of organic compounds. Sec 01, for chemistry majors, emphasizes syntheses, reaction mechanisms, other theoretical concepts, and the analysis (especially spectroscopic) of compounds. Some work the second semester deals with biologically important compounds. The laboratory course, 225 or 226, as appropriate, must accompany enrollment in Sec. 01. Sec 02 for non-majors, places more emphasis on biologically important compounds and reactions in addition to structure, isomerism, and analysis. The laboratory course, 227 or 228, as appropriate, must accompany enrollment in Sec. 02. Prerequisites: for 223, 122; for 224, 223. Four class periods weekly. **Doyle and Spessard. 3**

225-226—ORGANIC CHEMISTRY LABORATORY (MAJORS) Techniques of organic laboratory practice taken concurrently with 223 and 224, respectively, by students intending to major in chemistry. Experiments are selected to demonstrate the preparation and behavior of typical organic compounds, and to introduce the techniques of qualitative organic analysis. The laboratory provides an experimental basis for illustrating aspects of the chemistry discussed in 223-224. Two laboratory periods weekly. Safety glasses required. **Doyle. 2**

227-228—ORGANIC CHEMISTRY LABORATORY (NON-MAJORS). Laboratory work in organic chemistry similar to that offered in 225-226, but taken concurrently with 223-224, respectively, by students not intending to major in chemistry. One laboratory period weekly. Safety glasses required. **Spessard. 1**

231—CHEMICAL ANALYSIS. Required of all chemistry majors and open to other interested students. This course will emphasize quantitative aspects of chemistry and its analytical applications. Principles of chemical equilibrium, kinetics, electrochemistry, and thermodynamics will be applied to the analysis of chemical samples. The laboratory will provide experience in gravimetric and volumetric techniques as well as chromatographic separations as applied to chemical analysis. Analyses involving authentic problems from environmental, clinical, and food chemistry will be included whenever possible. Two class periods and two laboratory periods weekly. Safety glasses required. Prerequisite: 122. **Staff. 4**

250—INTRODUCTION TO RESEARCH. Strongly recommended for all chemistry majors who plan to undertake a laboratory directed study or senior research project and open to other interested students. Included will be a study of the chemical literature most commonly used by the chemist, an introduction to general methods of approaching various research problems, and instruction and practice in scientific writing and the interpretation of data. Staff members will discuss their own research areas as well. This course will normally be taken in the sophomore or junior year, but is offered in the spring semester only. Prerequisite: 223 or consent. Two class periods weekly. **Staff. 2**

300—IMPACT OF CHEMICAL SCIENCE. An examination of the explanations and ethics resulting from the activities of chemistry in particular and science in general as they relate to man's past, present, and future. Topics representative of the content of this course include: chemical evolution; drugs in society; chemistry in the economy; chemistry and the environment; science and human values; science and health care; and the notion of "progress." Offered in fall semester only. Prerequisite: 121, 122, 223, 224, or consent. Two class periods weekly. **Hoffman and Evans. 2**

302—BIOCHEMISTRY. A study of the chemical and physiochemical properties of living organisms. Concepts will be developed through a study of the physical and chemical properties of biological compounds and integration of various metabolic pathways in an attempt to understand the dynamics of living systems. The laboratory (when elected) will include the isolation and study of properties of biological compounds. Prerequisites: 224 and 226 or 228 and Biology 112. Offered each year in the spring semester, but taught alternately by the Chemistry Department and the Biology Department (as Biology 302). Four class periods weekly plus optional laboratory. Safety glasses required if laboratory is elected. **Doyle and Klatt. 3 or 4**

317—INORGANIC CHEMISTRY. A study of inorganic chemistry well beyond that encountered in 122. Topics treated include: chemical bonding; theory, structure, and reactivity of coordination compounds; acid-base concepts; and descriptive chemistry and its relationship to periodic proper-

ties. Offered in the spring semester only. Prerequisites: 224 and 342 (taken previously or concurrently). Four class periods weekly. **Galloway. 4**

341-342—PHYSICAL CHEMISTRY. An extension of concepts introduced in 121-122. The course is best characterized as the study of chemical systems from macroscopic and microscopic points of view. Topics include: ideal gases and the kinetic-molecular theory; thermodynamics and thermochemistry; chemical equilibria, electrochemistry; chemical kinetics; chemical bonding; and introduction to statistical mechanics. Prerequisites: 122; Physics 122; Mathematical Sciences 122 or 124. Corequisite: 351. Four class periods weekly. **Galloway. 3**

351—TOPICS IN EXPERIMENTAL CHEMISTRY. Draws upon the student's background in general and organic chemistry while introducing modern applications of theory and practice in the laboratory. The work is organized as a series of projects, all of which involve elements of synthesis, analysis, and a study of chemical dynamics. Class meetings are used to introduce important general topics, e.g., chromatography, chemical kinetics, and to discuss student progress and problems. Prerequisites: 224 and 226 or consent. Offered in fall semester only. Two class periods and two laboratory periods weekly. Safety glasses required. **Hoffman and Spessard. 4**

361-362—DIRECTED STUDY. Laboratory (or library) research, in consultation with a member of the chemistry faculty. Offered to juniors and seniors. Prerequisites: 224 plus 342 or consent. 250 recommended. Hours arranged. Safety glasses required. **Staff. 3**

421—INTERMEDIATE ORGANIC CHEMISTRY. A study of certain theoretical aspects of organic chemistry and specially selected topics. The latter include some of the more complex compounds of the aliphatic, aromatic, and heterocyclic series, including compounds of biological significance. Offered in the fall semester only in alternate years beginning 1974-75. Prerequisites: 224 and 226. Three class periods weekly. **Evans. 3**

431—INSTRUMENTAL ANALYSIS. An examination of the theoretical basis for certain aspects of absorption spectroscopy, electrochemistry, and a variety of partition processes. Particular emphasis will be devoted to quantitative considerations. The laboratory will include exposure to a number of analytical techniques, and will emphasize the uses of instruments, including computers, for solving chemical problems. Offered in spring semester only. Prerequisite: 351. Three class periods and one laboratory period weekly. Safety glasses required. **Hoffman. 4**

441—TOPICS IN PHYSICAL CHEMISTRY. A selection of topics from the areas of crystal structure, emission spectroscopy, atomic and molecular structure, wave mechanics, statistical mechanics, and colloid chemistry. Offered in the fall semester only. Prerequisites: 342 and Mathematical Sciences 351. Three class periods weekly. **Brown. 3**

451-452—SENIOR RESEARCH. Laboratory research for qualified seniors working under faculty supervision. Students who wish to qualify for graduation with honors must first enroll in these courses. Prerequisite: 351 and staff approval. 250 recommended. Hours arranged. Safety glasses required. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. Laboratory research for qualified seniors working under faculty supervision. A thesis is required. Registration is effected only by petitioning the Academic Affairs Council for permission to "convert" an initial registration in 451-452 to a registration in 461-462. Prerequisite: Staff approval. Hours arranged. Safety glasses required. **Staff. 4**

472—CHEMISTRY SEMINAR. A seminar program arranged around one or more clearly unified topics which will involve student presentations, discussions, and critiques. Required of all departmental majors. Prerequisite: senior standing or consent. **Staff. 2**

TEACHING OF SCIENCE (see EDUCATION 311)

Dance

Faculty

Chairperson

Anne Andersen

Assistant Professor

Anne Andersen (1975-)

B.A., Carleton College; M.F.A., U. of Wisconsin-Madison

William Feuer (1978-)

B.A., Cornell U.

Artist-in-Residence

Anne Sahl (1978-) (First Semester)

B.A., Bennington College

Richard Kimble (1966-70, 1973-) (Second Semester)

Departmental Guidelines

The Department of Dance is designed to explore the principles of the art form through the medium of movement with opportunity for application in all media. Its function is to enable the student to become independently productive in the use of these principles through a total experience in technique of movement, composition, and theoretical studies.

The Bachelor of Arts degree in dance is designed to allow flexibility in the choice of areas of study outside the field of dance. The Bachelor of Fine Arts degree seeks to provide an intensive course of study in dance, with emphasis on performance and choreography, for the student who is prepared to undertake the commitment. Candidates for the B.F.A. degree should consult the department chairperson about an audition. The B.F.A. program culminates in a senior project in performance and/or choreography.

In both degree programs, the academic and theoretical aspects of dance are taught, as well as the practical studio work. Dance majors are expected to perform regularly in department productions, and to serve as technical theatre apprentices.

The department prefers to have the major declared by the second semester of the sophomore year.

Requirements for the B.A. degree in dance: 30 credits minimum

At least two credits from the 131-141-151 series (technique) each semester; when ballet is not offered, a maximum of two credits should be taken from 131a-141a-151a (modern technique). When ballet is offered, two credits may be taken in 131a-141a-151a (modern) and one credit in 131b-141b-151b (ballet); 205-206 (composition); 323-324 (dance history); 334 (methods of teaching dance) or 347 (rhythmic analysis); 353 (Kinesiology); 415 (repertory).

In the junior and senior years, the B.A. candidate should perform in departmental concerts at least twice a year.

Minimum Credits Required:

131-141-151	13
205-206	4
323-324	6
334 or 347	3
353	3
415	1
	<hr/>
	30

Requirements for the B.F.A. degree in dance: 40 credits minimum

At least two credits from the 131-141-151 series (technique) each semester; when ballet is not offered, a maximum of 2 credits should be taken from 131a-141a-151a (modern technique). When ballet is offered, two credits should be taken in 131a-141a-151a (modern technique) and one credit in 131b-141b-151b (ballet); 205-206 (dance composition); 323-324 (dance history); 326 (dance criticism); 334 (methods of teaching dance) or 347 (rhythmic analysis); 353 (Kinesiology); 415 (repertory) for two semesters, 361c or 362c (directed study in choreography, 2 semesters).

The B.F.A. candidate should perform in department concerts at least twice a year in the junior and senior years. In the senior year, the B.F.A. candidate should present a final project in choreography or performance in a public showing.

Minimum Credits Required:

131-141-151	13
205-206	4
323-324	6
326	3
334-or-347	3
353	3
361c, 362c	6
415	2
	<hr/> 40

Course Offerings

131-141-151—TECHNIQUES OF MOVEMENT. Introduction to Dance, Improvisation, and Beginning, Intermediate and Advanced levels of Modern Dance and Ballet. Each section may be repeated in consultation with the department. **Staff. 1-16**

131c—IMPROVISATION. Exploration of spontaneous dance composition in solo and group forms. Through the manipulation of spatial and temporal structure, the variations of movement collage are continuously discovered. **Staff. 1**

205-206—COMPOSITION FOR DANCE. An exploration of dance choreography including problems in time, space, dynamics, design; analysis and critique of original compositions. The course may be repeated in consultation with the department. **Staff. 2-2**

225—JAZZ AND ETHNIC FORMS. An experience in dance forms other than modern and ballet. The course may encompass a wide range of styles or it may focus on one area, for example, contemporary jazz or African dance, depending on the instructor for the semester. **Staff. 3**

323-324—DANCE HISTORY. Historical and philosophical concepts from Primitive to the Renaissance (323), and from the Renaissance to the Present (324). To be taught in alternate years. **Andersen. 3-3**

326—DANCE CRITICISM. Through readings in general aesthetics, dance history, and current dance criticism, the student is given a foundation for the theoretical formulation of his or her aesthetic approach to current choreographic trends. Viewing experience is attained through films and attendance of several live performances. The student is encouraged to become a critic and guided in the effective expression of his or her critical responses. **Staff. 3**

334—METHODS OF TEACHING DANCE TO ADULTS. The course pursues a working description of valuable objectives in the teaching of dance to adults. The structure of a dance technique class is discussed in detail and explored in laboratory experiences with supervised student teaching. **Feuer. 3**

347—RHYTHMIC ANALYSIS OF MOVEMENT. Practice of rhythmic coordination, rhythmic dictation, basic notation, and percussion accompaniment. **Andersen. 3**

353—APPLIED ANATOMY AND KINESIOLOGY FOR DANCERS. A study of the structure and function of the human body as it applies to dancers. To be taught in alternate years. **Feuer. 3**

361-362—DIRECTED STUDY. Special problems in composition, theory kinesiology, or the

teaching of Dance of various levels.

Staff. 3

415—REPERTORY. New and reconstructed works choreographed by faculty (or by commission) are learned by students and rehearsed for public performance.

Staff. 3

440-441—DANCE NOTATION. A comprehensive system of structural movement analysis and notation, dealing with elements of time and space, support, gesture, and the translation of notation symbols into movement. To be taught once every three years.

Staff. 3-3

451-452—SENIOR RESEARCH.

Staff. 4

461-462—INDIVIDUAL WORK FOR HONORS.

Staff. 4

Economics

Faculty

Chairperson

Daniel O. Fletcher

Professor

Daniel O. Fletcher (1966-)
A.B., Oberlin College; M.A., Ph.D., U. of Michigan

William L. Henderson (1960-63, 65-)

John E. Harris Professor
B.S., A.M., Ph.D., Ohio State U.

Associate Professor

Stanley W. Huff (1967-)
B.A., Kenyon College; M.A., Ph.D., Princeton U.

Paul G. King (1967-)
A.B., M.A., U. of Detroit; Ph.D., U. of Illinois

Richard L. Lucier (1971-) (On Leave All Year)
B.A., Beloit College; M.S., Purdue U.; Ph.D., Claremont Graduate School

Assistant Professor

Robin L. Bartlett (1973-)
A.B., Western College; M.A., Ph.D., Michigan State U.

Craig Bolton (1976-)
B.A., U. of Arizona; Ph.D., Texas A&M U.

Timothy I. Miller (1978-)
B.S., Oklahoma College of Liberal Arts; M.S., Ph.D., Southern Illinois U.

Jan S. Palmer (1978-)
A.A., Henry Ford Comm. College; A.B., U. of Michigan; M.A., Ph.D., Michigan State U.

Instructor

Charles Poulton-Callahan (1976-)
B.A., Otterbein College; M.A., U. of Illinois

Departmental Guidelines

The courses offered by the Department of Economics deal with fundamental problems involved in the social process of utilizing scarce resources to satisfy human wants. The primary goals of this department are threefold:

First, to promote an understanding of basic economic aspects of society and to provide a base for intelligent and effective participation in modern society. Whatever one's interest or career plans, intellectual curiosity about the functioning of the economy and a willingness to engage in analysis are prime requisites for success. Second, the department provides essential background in Economics for students considering careers in business and government and for graduate study leading to careers in business and business economics, government and international affairs, high school and college teaching, industrial relations, and law. Third, the department attempts to furnish a basic foundation in Economics for students planning to pursue graduate studies in Economics.

Major Requirements

All Economics majors must take a total of 33 required hours divided into the following parts:

Core Requirements (12 hours)

Economics 100, 301, and 302. The students interested in economics should plan to take these courses in the first four semesters at Denison.

Quantitative Requirements (9 hours including 4 in mathematics)

Economics 300 (to be taken concurrently with Economics 301 or 302) 1 hour

Mathematics 102, Statistics 4 hours (or Math 341)

Economics 331 Econometrics OR Economics 332 Mathematical Economics 4 hours

Area of Concentration

Each student must take a three-course sequence covering some topic area in the discipline. One of these courses must be from the 310-332 group of offerings, one must be a 350 seminar, and the third may be chosen from the 150 seminars, from the 310-332 group, or from the 350 seminars. Some examples of areas of concentration are given below, with sample course numbers.

Economic policy — 310, 312, 313, 314, 315, 317, 318

Markets and market response — 312, 313, 314, 315, 317, 323

Non-domestic economies — 311, 312, 314, 315, 316, 318

Development, planning, urban, regional — 311, 312, 316, 320

Economic thought, history, welfare — 311, 312, 313, 315, 316, 318

Quantitative Economics — 331, 332, 350

Student designated — student identifies continuity and relationship of sequence in consultation with adviser.

All areas of concentration must be approved by a permanent committee composed of three departmental faculty early in the second semester of the junior year. At the completion of the area of concentration, normally at specified times during the senior year, the student must pass an individualized examination designed to show the student's ability to integrate his or her economic learning in that area.

Combined Major in Mathematical Sciences and Economics

A student interested in quantitative aspects of economics who wishes to work for advanced degrees in Business or Economics with a strong Mathematical Sciences background may elect this combined major. Requirements are Mathematical Sciences 171, 341, 342, 351 and Economics 100, 300, 301, 302, 331, 332, and 350 (or another 300 level course or a seminar agreed upon with adviser). An area exam in quantitative economics is also required.

Course Offerings

100—PRINCIPLES AND PROBLEMS. An examination of the economic system to provide the knowledge of fundamental principles and working tools prerequisite for economic analysis. The department teaches the course in a modular format with ten weeks of theory and one four week special topic module. The following represent some of the specific modular topics offered in recent semesters.

- a. Growth and Change
- b. Business Firms and Consumers
- c. Political Economy: the Government's Role
- d. Urban Problems
- e. Environmental Problems
- f. Work and Leisure
- g. Ghetto Economics
- h. Economies of the World

Staff. 4

150—INTRODUCTORY SEMINARS IN ECONOMICS. Seminars on selected economics topics, designed to strengthen and broaden student understanding of basic economics. These seminars are open to students who have not yet taken the 301-302 theory sequence. With departmental approval, a 150 seminar may occasionally be open to students who have taken either 301, or 302, but not both. Prerequisite: 100.

Staff. 4

249—ACCOUNTING SURVEY. A survey designed specifically for liberal arts students interested in Business, Economics, Law, and Government. Introduction to the principles of financial statements, costs and revenues, cost accounting, consolidated statements, and analysis of financial statements. This course is taught on selfpaced basis. Course credit may not be counted toward a major in Economics.

Morris. 4

300—ANALYTICAL TECHNIQUES. A three week course to introduce the students to the use of basic mathematical tools in economics. There will be two principal topics, the use of calculus (i.e., the mechanics of taking a derivative) for maximization and minimization purposes, and the logical mathematical formulation of economic problems. This course will be given in conjunction with and as a requirement for the 301-302 theory sequence. Prerequisite: 100.

King. 1

301—INTERMEDIATE MACROECONOMIC ANALYSIS. An examination of the determinants of national income, employment, and the price level in the economics system, including analysis of consumption and saving, private investment, government fiscal policy, business fluctuations, and the interactions between money and national income. Prerequisite: 100, 300 (may be concurrent).

Staff. 4

302—INTERMEDIATE MICROECONOMIC ANALYSIS. An examination of the basic assumptions and methods of analysis employed in microeconomic theory, including demand analysis, production and cost relationships, market structures, distribution theory, general equilibrium, and welfare economics. Prerequisite: 100, 300 (may be concurrent).

Staff. 4

310—PUBLIC FINANCE. Public revenues, expenditures, debt, and financial administration, with emphasis on theory and practice of taxation and problems of fiscal policy. Prerequisites: 100, 302.

Poulton-Callahan. 4

311—HISTORY OF ECONOMIC THOUGHT. The development of significant economic doctrines, their content and methodology, their application and influence, and their relation to the main stream of current economic thought. Prerequisites: 100, 302.

Bolton. 4

312—COMPARATIVE ECONOMIC SYSTEMS. A study of alternate economic systems. A theoretical and operational study of economic systems as they exist in reality. The course emphasizes the development and current performance of the economic systems of the United States, Europe, and the Soviet Union. Prerequisite: 100, 301, 302.

Henderson. 4

313—INDUSTRIAL ORGANIZATION AND THE PUBLIC CONTROL OF BUSINESS. An evaluation of governmental policies to encourage or restrain competition in view of (1) the general problem of economic power in a capitalistic society, and (2) the modern industrial structure and the types of business behavior and performance which it implies. Prerequisites: 100, 302.

Fletcher, Poulton-Callahan. 4

314—INTERNATIONAL ECONOMICS. The theory of international trade and the effects of

trade on economic efficiency. Balance of payments disequilibria and the mechanisms and policies of adjustment procedures. Relationships between domestic income and trade. Regional economic integration. Prerequisites: 100, 302. **Lucier. 4**

315—MONEY AND BANKING. Principles of money, credit, and banking, including a study of the influence of money on levels of national income, prices, and employment. Development of modern monetary and banking practices and policies. Prerequisites: 100, 301. **Bartlett. 4**

316—ECONOMIC DEVELOPMENT IN THE THIRD WORLD. A survey of the structure and problem of the underdeveloped economies, with particular emphasis on the major determinants of economic growth. Prerequisite: 100, 301. **King. 4**

317—LABOR ECONOMICS. The economics of the labor market, the assumptions upon which divergent theories about—and policies in regard to—the labor market rest, and an analysis of significant empirical studies. The union movement is viewed as an outgrowth of the problems the worker faces from the supply side of the market. Schemes for minimizing economic insecurity are also analyzed. Prerequisite: 100, 302. **Huff. 4**

318—ECONOMIC DEVELOPMENT OF THE INDUSTRIALIZED WORLD. Analysis of determinants of economic growth and development in the so-called advanced countries, primarily Western Europe and the United States. Discussion centers on selected major topics since the rise of market economies with emphasis on the interpretation of these developments in lights of contemporary economic theory and modern quantitative evidence. Prerequisite: 301. **Fletcher. 4**

320—URBAN ECONOMICS. An examination of the economic problems and remedial alternatives in urban areas. This includes analysis of such problems as the declining environmental quality of urban areas, sprawl, blight, maldistribution of incomes and job opportunities, city services and urban transportation systems. The causal factors creating these urban problems and policy alternatives for the improvement of the quality of urban life are introduced and evaluated. Prerequisite: 100, 302. **Henderson. 4**

323—ECONOMIC THEORY AND INSTITUTIONAL MANAGEMENT. An exploration of the relationship between microeconomic theory and the actual behavior of institutional managers in both the private and public sectors and for both profit and non-profit institutions. The course will develop the theoretical constructs of institutional decision making and study the alternative languages of the economist and the manager. The actual decision making process will be examined in 5-6 group personal interview sessions with top level managers of various institutions. Prerequisites: 100, 302, and Mathematical Sciences 102. **Huff, King. 4**

331—ECONOMETRICS. An essential activity in any science is the systematic testing of theory against fact. Economics is no exception. This course develops and uses the statistical techniques that are essential for the analysis of economic problems. These techniques allow for testing of hypotheses, estimating magnitudes, and prediction. Prerequisites: 100 and 302, Mathematical Sciences 102. **Palmer, Bartlett. 4**

332—MATHEMATICAL ECONOMICS. The development of economic analysis has a considerable mathematical content. This course will treat this mathematical exposition of the economic laws, principles, and relations that arise in the process of developing economic analysis. Prerequisites: 100, 301, and 302. **Miller. 4**

350—SEMINARS IN ADVANCED TOPICS. Open to advanced students with the consent of the instructor. These courses will involve the preparation of a research paper and be offered in a variety of applied economic fields. **Staff. 4**

361-362—DIRECTED STUDY.

Staff. 3

451-452—SENIOR RESEARCH.

Staff. 4

461-462—INDIVIDUAL WORK FOR HONORS.

Staff. 4

TEACHING OF SOCIAL STUDIES (See EDUCATION 320.)

Education

Faculty

Chairperson

Thomas F. Gallant

Professor

Thomas F. Gallant (1965-)

B.A., Ohio Wesleyan U.; M.Ed., U. of Maryland; Ed.D., Case Western Reserve U.

Departmental Guidelines

Teacher Preparation

Denison University is accredited by the State of Ohio Department of Education for the preparation of secondary school teachers, grades 7-12. In addition, a Special Certificate in Music valid for teaching K-12 (See Music Curriculum in Catalog) may be obtained upon completion of the required courses of this curriculum.

It is also possible for the student interested in elementary education or some area of special education to take appropriate work at some other institution and transfer up to 31 semester hours for application toward a Denison degree. The work proposed must represent a purposeful pattern of preparation for certification in one of those fields and must be approved in advance by the Committee on Teacher Education. It should be clearly understood that total fulfillment of certification requirements in elementary education or special education probably could not be achieved in the normal four year period. Efforts to become certified must be undertaken independently by the student since Denison has no comparable programs for this purpose and is not so chartered by the state.

A student preparing for teacher certification may qualify for any of the degrees described in the Plan of Study section in the catalog. With certain exceptions, the departmental major can be utilized as one of the teaching fields. Students do not major in Education.

Early consultation with a member of the Department of Education is important and will facilitate the planning necessary to meet the requirements for certification in most states.

Enrollment in the Teacher Education Program

Official enrollment in the teacher education program must be approved by the Committee on Teacher Education. Application should be made as soon as possible after the first semester of the freshman year. Criteria utilized by the Committee for full approval in the program relate to both personal and academic qualifications. For the latter, the guidelines applied are a 2.50 cumulative grade-point average and a 3.00 in the applicant's major teaching field. More specific information about the former can be obtained at the Department of Education office.

Course Offerings

Certification for Teaching in Secondary Schools

Requirements for certification to teach in the secondary schools (grades 7-12) of Ohio, and in most other states, may be met by completing course work in three categories: general education, one or more teaching fields, and professional education.

The general education requirement of 30 semester hours is fulfilled by completing Denison's general education program. Information about the number of semester hours needed for the various teaching fields may be obtained the Department of Education office. The professional education requirements may be fulfilled through one of two programs described below:

Required Courses

217—CHILD AND ADOLESCENT DEVELOPMENT. Psychological development especially during early periods of growth. Same as Psychology 217. Prerequisite: General Psychology. **Staff. 3**

420—PHILOSOPHY OF EDUCATION. An inquiry into the nature, aims, and presuppositions of education. A confrontation with practical problems of education and an attempt to relate them to underlying philosophical issues. A critical evaluation of the educational philosophies of idealism, realism, experimentalism, and existentialism. Prerequisite: Junior Standing or consent. Same as Philosophy 420. **E. Straumanis. 4**

METHODS. Methods courses investigate the objectives, materials, resources, and special methodologies applicable to their respective teaching fields. In each course the participant is enjoined to assess his or her own personal characteristics and relate these to the style of teaching most appropriate for him or her under various circumstances and conditions. In addition to the classroom work, all students are scheduled for a weekly three-hour observation-participation "laboratory" in area schools. **One methods course is required.** For Music and Physical Education majors, special methods courses are provided (see below). For all other teaching fields, Education 326, "General and Special Methods of Teaching," is offered. Recommended Prerequisite: 217.

315—TEACHING OF MUSIC IN THE ELEMENTARY SCHOOL. Alternates with 316. (Offered second semester in 1978-79 and in alternate years.) **Hunter. 3**

316—TEACHING OF MUSIC IN THE SECONDARY SCHOOL. Alternates with 315. (Offered second semester in 1978-79 and in alternate years.) **Hunter. 3**

CLINICAL SEMESTER. The Clinical Semester normally is taken during the Senior year, and represents a culminating experience for students seeking certification. Major emphasis is given to professional education work. While an elective in any department may be taken during the semester (e.g., Honors, Senior Research, Directed Study), it must not conflict with the student's full-time commitment to a school where he or she will be assigned for student teaching the last 10 weeks. The professional education components of the Clinical Semester are as follows:

213—CURRICULUM AND THE SOCIAL ORDER. (First four weeks of semester.) A general orientation to the school and curriculum with special emphasis on secondary education. Relationships between the curriculum and society will be examined from both historical and contemporary perspectives. Included will be financial, political, and legal considerations. An analysis will also be made of current criticisms of education as well as promising innovations and trends in curricular content and organization. **Gallant. 3**

415—STUDENT TEACHING. (Last ten weeks of semester.) Eligibility: approval of the Committee on Teacher Education (see Enrollment in the Teacher Education Program) and acceptance by the school to which assigned. A full time commitment to the school will be expected, during which the student will teach several classes and perform other duties normally associated with the teaching profession. A seminar is held each week for all student teachers. Prerequisites: 213, 217, and Methods course. **Staff. 10**

Electives

345-346—SPECIAL PROBLEMS. Independent work on selected topics under the guidance of staff members. Prerequisite: Consent of chairperson. **Staff. 2-4**

361-362—DIRECTED STUDY. **Staff. 3**

373—ISSUES IN HIGHER EDUCATION. An examination of American higher education in both its contemporary and historical contexts. Special emphasis will be given to such issues as governance, curriculum, academic freedom, admissions, and student self-determination. Ample opportunity and encouragement will be provided for students to pursue individual interests, and considerable time will be devoted to independent investigations and projects. Extensive use will be made of the Denison community as a laboratory for such work. Teaching responsibilities will be shared by various Denison professors and administrators serving cooperatively with a course coordinator.

Gallant, Coordinator. 4

Transportation

Classroom observation, participation, and teaching assignments are made in the various schools of Granville, Heath, Newark, Mt. Vernon, and Licking County. While the Department of Education seeks to utilize available student automobiles when scheduling such experiences, on occasions where this is not possible the responsibility for transportation rests with the student.

English

Faculty

Chairperson

Tommy R. Burkett

Professor

Tommy R. Burkett (1963-)

B.A., M.A., Rice U.; Ph.D., U. of Kansas

Paul L. Bennett (1947-)

B.A., Ohio U.; M.A., Harvard U.

Dominick P. Consolo (1958-) (On Leave Second Semester)

B.A., M.A., Miami U.; Ph.D., U. of Iowa

Lenthil H. Downs (1947-) (On Leave Second Semester)

B.A., Tusculum College; M.A., Ph.D., U. of Iowa

Quentin G. Kraft (1961-)

A.B., Brown U.; M.A., Ph.D., Duke U.

Richard Kraus (1966-)

A.B., A.M., U. of Michigan; Ph.D., Stanford U.

Kenneth B. Marshall (1953-)

A.B., M.A., Ph.D., U. of Michigan

John N. Miller (1962-)

A.B., Denison U.; A.M., Ph.D., Stanford U.

William W. Nichols (1966-)

B.A., Park College; M.A., Johns Hopkins U.; Ph.D., U. of Missouri

Charles J. Stoneburner (1966-)

A.B., DePauw U.; B.D., Drew U.; M.A., Ph.D., U. of Michigan

Assistant Professor

Ann K. Fitzgerald (1972-73, 74-)

B.A., Mt. Holyoke College; M.A., U. of Wisconsin

Kristine O. Garrigan (1978-) (Visiting)

B.A., Denison U.; M.A., Ohio State U.; Ph.D., U. of Wisconsin at Madison

Valerie Gray Lee (1976-)

B.A., Atlantic Union College; M.A., Andrews U.; Ph.D., Ohio State U.

Alexis Levitin (1976-)

B.A., M.A., Ph.D., Columbia U.

Joan C. Marx (1976-) (On Leave All Year)

B.A., Wellesley College; M.A., Ph.D., U. of California at Berkeley

Nancy A. Nowik (1972-)

A.B., Mundelein College; M.A., Stanford U.; Ph.D., Ohio State U.

John L. Schilb (1978-)

B.A., M.A., Hofstra U.; Ph.D., State U. of New York at Binghamton

Anne Shaver (1973-)

A.B., U. of Kentucky; M.A., Northwestern U.; Ph.D., Ohio U.

Departmental Guidelines

The English curriculum, intended to serve the general needs of the liberal arts student, is at the same time structured to provide coherent programs for the more specialized needs of students who wish to major in literature or in writing. Of interest to all students are the opportunities made possible by the endowed Harriet Beck lectureship in English, which adds to the department staff for varying periods of residence each year such writers as Eudora Welty, Jon Silkin, William Stafford, Howard Nemerov, Joyce Carol Oates, Ernest Gaines, Denise Levertov, Adrienne Rich, Gary Snyder, and Margaret Walker Alexander.

The English Major

General Requirements

To major in English, a student must take a minimum of eight courses in the department, including English 300, which should be taken before the end of the sophomore year. Two courses in addition to English 300 should be at the 300 level; English 101, 200, and 238 do not count toward the English major.

The Literature Major

Within the general requirements listed above, the literature major should choose at least one course from each context area. Although the focus in all courses is on the literature itself and the way it communicates with the reader, each course is organized according to one of four major principles: Genre or Mode, Cultural Perspective, Period or Movement, Major Writer.

Genre or Mode Courses, organized to show how form interacts with content to contribute to over-all meaning. Genre courses, which will normally be offered at least once each year, include 219, 220, 240, 314, 341, 342 (see course descriptions below).

Cultural Perspective Courses, intended to show how literature produced in a culture different from one's own provides a new way of seeing oneself, and to help overcome cultural bias by providing an insight into another way of living. Many of these courses will be offered only once in two years; the list includes 218, 255, 350, 351, 355, 356, 357, 359 (see descriptions below).

Period or Movement Courses, emphasizing the way in which works of an era interact with each other to reflect the nature of man and his creative endeavor in a given period of time. Period courses, normally to be offered once each year, include the following: 213, 214, 230, 365, 366, 367, 368 (see descriptions below).

Major Writer Courses, exploring the way a writer's experience interacts with his or her work and the way the works of a given writer relate to each other. In addition to the courses listed in this category (215, 371, 374; see descriptions below), others may be offered from time to time on such writers as Henry James, Nathaniel Hawthorne, and Ernest Hemingway.

The Writing Major

Within the general requirements listed above, the writing major must choose at least four courses in writing and at least four courses in literature. To demonstrate writing competency, each senior writing major is expected to complete a year's project (English 451-452 or 461-462) under the guidance of a member of the writing staff. The two-semester project experience counts for two writing courses.

All writing courses conducted as workshops assume that each student will participate

both as a writer and as a responsible critic of the writing of others. Each major in writing is expected to utilize his or her electives in English to gain a hold on the great body of American, English and world literature as well as contemporary literature. Except in unusual circumstances, a major in writing should not enroll for more than one writing course in a semester.

Special Courses for Teacher Certification in English

A student who is preparing to teach English in secondary schools should include in his or her courses for certification: 200, 237, 346 (or approved equivalent), 213 or 214 (or equivalent in advanced courses in English literature), and Education 331.

Course Offerings

101—WRITING: THOUGHT AND LANGUAGE. A course intended to help students improve their expository writing as a vehicle for expressing their own feelings and ideas, and for constructing clear, forceful arguments. Readings in the course will focus on language and contemporary issues, thus providing a stimulus for careful reading and for critical, creative thinking. **Staff. 4**

102—THE LITERARY IMAGINATION. This course emphasizes the close reading of short texts (fiction, poetry, and drama) and offers instruction in writing (at least six papers). **Staff. 4**

200—CORRECTIVE AND DEVELOPMENTAL READING. Designed for prospective secondary school English teachers. Its purpose is to develop an understanding of the techniques by which the reading skills of secondary students can be enhanced through instruction in English classes. Emphasis will be placed on the nature of the reading process, the identification and diagnosis of reading problems, and approaches and procedures for assisting students in improving their reading competencies. **Staff. 2**

213—BRITISH LITERATURE FROM BEOWULF TO DRYDEN. A historical view of the literature of England from about 700 to about 1700, to include works by such writers as Chaucer, Spenser, Shakespeare, Donne, Milton, and Dryden. **Staff. 4**

214—BRITISH LITERATURE FROM SWIFT TO HARDY. A historical view of the literature of England from about 1700 to about 1900, to include works by such writers as Swift, Pope, Johnson, Wordsworth, Tennyson, Dickens, and Hardy. **Staff. 4**

215—SHAKESPEARE. A study of the principal plays. **Staff. 4**

218—THE BIBLE AS LITERATURE. A comparative literature approach to about half of the books of the Old and New Testaments in a modern reader's form of the King James translation with emphasis on story content and poetic idioms. **Staff. 4**

219—20th CENTURY BRITISH AND AMERICAN POETRY. Hardy, Yeats, Eliot, Stevens, Williams, and other 20th Century poets. **Staff. 4**

220—20th CENTURY BRITISH AND AMERICAN FICTION. Selected works by Conrad, Joyce, Lawrence, Hemingway, Faulkner, and several other 20th century writers of fiction. **Staff. 4**

230—AMERICAN LITERATURE. Selected works by American writers, principally of the 19th century. Attention will be given to the way various themes and attitudes arise in the literature of our own national culture, and to the way these themes and attitudes change. Each of the several sections of the course will have different readings, though several texts will be common to all sections. **Staff. 4**

237—ADVANCED COMPOSITION. Theory and practice in writing expository and narrative prose and lyric poetry. May be taken more than once for credit, with a different instructor. **Staff. 3**

238—THE ART AND CRAFT OF JOURNALISM. A course in writing and the literature of journalism, offered in cooperation with *The Denisonian*. **Staff. 3**

240—THE MODERN DRAMA. A study of drama from Ibsen to the present, with emphasis upon the works of British and American playwrights. **Staff. 4**

255—IMAGINATION AND BLACK EXPERIENCE IN AMERICA. An introductory study of black literature in America, emphasizing the modern period. **Staff. 4**

300—CONTEXTS FOR LITERATURE. A course for newly declared and prospective English majors. Exemplification and discussion of different contexts in which literature is studied (e.g., genre, theme, national or ethnic tradition, a major author, period) with some focus on terms and concepts that constitute the vocabulary for literary discourse. Contributing lectures by each member of the English staff. Required for English majors. **Staff. 4**

310—STUDIES IN LITERATURE. An intensive study of selected writers, works, literary genres, or themes. May be taken more than once for credit. **Staff. 4**

314—THE ART OF THE MODERN SHORT STORY. The course will involve close reading of short stories from Chekhov to the present and will focus on the techniques of the short story form, emphasizing its special ways of achieving the poetic effects that make it a separate genre and not merely a shorter version of the novel. **Staff. 4**

341—STUDIES IN THE ENGLISH NOVEL. Selected works by such writers as DeFoe, Richardson, Fielding, Sterne, Austen, Emily Bronte, Dickens, Thackeray, Eliot and Hardy. **Staff. 4**

342—STUDIES IN THE MODERN NOVEL. Selected works by some major writers of the 30's and 40's and contemporary novelists such as Graham Greene, John Hawkes, John Updike, John Barth, John Fowles, Doris Lessing, Saul Bellow. **Staff. 4**

346—THE ENGLISH LANGUAGE. A study of the language and its development. **Staff. 3**

349—STUDIES IN EUROPEAN LITERATURE. Selected complete works in translation from Dante, through Cervantes, Moliere, Goethe to Ibsen and Tolstoy. **Staff. 4**

350—MODERN EUROPEAN LITERATURE. Selected major 20th century works in translation, including such writers as Proust, Kafka, Pirandello, Unamundo, Lorca, Rilke, Gide, Kazantzakis, Camus, and Thomas Mann. **Staff. 4**

351—ASIAN LITERATURE IN ENGLISH TRANSLATION. A sampling, chronological within each culture, of drama, epistle, essay, fiction (long and short), and poetry (epic, ode, lyric) from Babylon, China, India, Japan, Korea, and other Asian countries. (Same as ID 320). **Staff. 4**

355—THE HARLEM RENAISSANCE. Analyzes the interrelationship between the cultural phenomenon of the Harlem Renaissance and the general social, economic, and political conditions of the era, particularly as such conditions helped shape the development and the ultimate consequences of the Renaissance. **Staff. 4**

356—THE NARRATIVE AND POETRY OF BLACK AMERICA. A literary study of representative samples of the slave narrative, black biography and autobiography, as well as fiction. **Staff. 4**

357—RENDEZVOUS WITH THE THIRD WORLD. A survey of the literature of Latin America, South America, Africa, and the Caribbean; organized under the rubric of the "Black Aesthetic," and illustrative of both the particularity and universality of the human condition. **Staff. 4**

359—ORAL TRADITION AND FOLK IMAGINATION. An inquiry into the methodology of folklore study and an examination of the folk idiom and datum of the Afro-American experience, its tragedy and comedy, pathos and humor, blues and soul. **Staff. 4**

361-362—DIRECTED STUDY. Offers the student an opportunity to develop, with the help of an interested professor, a special program of study in a given topic for one semester. **Staff. 3-4**

365—STUDIES IN MEDIEVAL AND RENAISSANCE LITERATURE. The course traces the transformations of poetry and prose from the High Middle Ages to the English Civil War. It indicates some historical changes (religious, political, economic, philosophical, and linguistic) correlate with the literary transformations through three centuries. **Staff. 4**

366—STUDIES IN SEVENTEENTH AND EIGHTEENTH CENTURY BRITISH LITERATURE. The poetry, prose, and drama of the Restoration from the Civil War through the end of the 18th century. **Staff. 4**

367—STUDIES IN ROMANTIC AND VICTORIAN LITERATURE. Selected works from the writings of Romantic and Victorian authors, emphasis on poetry and nonfictional prose. **Staff. 4**

368—STUDIES IN NINETEENTH CENTURY AMERICAN LITERATURE. This course will

focus intensively on works from the American Literary Renaissance, as well as later American works in the nineteenth century. There will be an emphasis on close reading and on relating the literary works to important cultural developments of the period. **Staff. 4**

371—CHAUCEER. The central concerns of the course are *Troilus and Criseyde* and *The Canterbury Tales*. **Staff. 4**

374—MILTON. A study of *Paradise Lost* and selected shorter poems. **Staff. 4**

383—NARRATIVE WRITING. A workshop course in fiction writing. Requires wide reading in contemporary fiction and approximately 15,000 words of prose. **Staff. 3**

384—ESSAY AND ARTICLE WRITING. A workshop course in expository writing. Requires wide reading in essays and articles and approximately 15,000 words of exposition. **Staff. 3**

385—POETRY WRITING. A workshop course in poetry writing. Requires wide reading in poetry and the writing of 15 to 20 finished poems. **Staff. 3**

410—LITERARY CRITICISM. The theory of literature, its criticism and scholarship. **Staff. 4**

451-452—SENIOR RESEARCH. Senior students may work on an individually designed project for as much as two full semesters. A student whose project seems likely to result in distinguished work and who satisfies other requirements for honors may petition to have his or her senior research transferred to 461-462. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. A student may register for individual work for honors only after a senior research project is in progress and has been judged by the advisor to be of distinguished quality. **Staff. 4**

TEACHING OF ENGLISH. (See EDUCATION 331)

Geology and Geography

Faculty

Chairperson

Kennard B. Bork

Professor

Kennard B. Bork (1966-)

B.A., DePauw U.; M.A., Ph.D., Indiana U.

Charles E. Graham (1953-)

B.S., M.S., Washington State U.; Ph.D., U. of Iowa

Richard H. Mahard (1941-)

A.B., Eastern Michigan U.; M.A., Ph.D., Columbia U.

Associate Professor

Robert J. Malcuit (1972-)

B.S., M.S., Kent State U.; Ph.D., Michigan State U.

Departmental Guidelines

The Geology and Geography curriculum is designed to provide courses for the student interested in becoming acquainted with the earth as a planet, the earth's oceans and atmosphere, and the solid earth. These subjects are covered in Physical Geology and Fun-

damentals of Earth Environment. Either one of these courses may be used to fulfill one of the three basic science requirements.

The curriculum also provides training for the teacher in a first or second teaching field. Additionally, students planning for professional training in urban planning, geography, or geology will find the curriculum sufficiently well-rounded to be acceptable to graduate schools of the leading universities. Each student's sequence is carefully arranged in consultation with his or her adviser.

Major in Earth Science

A student may major in Earth Science, combining courses in Geology and Geography with other science offerings and work towards a Bachelor of Arts degree. In addition to Geology 105, 111, 113, and Geography 225 and 226, he or she would take 12 additional hours in Geology. Additional courses in Geography and in the other sciences would be expected, depending upon the interests and goals of the student.

Major in Geology (Environmental Studies Concentration)

See Environmental Studies

Major in Geology

A student majoring in Geology will normally be working toward a Bachelor of Science degree in anticipation of going on for graduate work in Geology. He or she will take eight courses in Geology in addition to Geology 400 and Geography 225 and 226. A minimum of 30 semester-hours is expected in Mathematics, Chemistry, Physics and Biology.

Major in Geology (Geophysics Concentration)

The minimum requirements for this program are Geology 111, 113, 211, 212, and 311, Physics 121-122, 123, 211, 305, 306, 312g, 320, and four courses in Mathematical Sciences at the introductory calculus level and above. In addition, an independent comprehensive project is required during the senior year. Students with an interest in geophysics should consult the chairperson as early as possible.

Safety Glasses will be required for field work and geochemical laboratory work.

Course Offerings

Geology

105—FUNDAMENTALS OF EARTH ENVIRONMENT. The principles of map reading, meteorology, climatology and geomorphology learned by the self-paced instruction method. Tutors assist at scheduled hours and help the participant measure comprehension at his or her own discretion. Satisfactory completion of modules prepares the student for lectures on environmental problems and related subjects. Laboratory consists primarily of outdoor exercises. **Graham. 4**

111—PHYSICAL GEOLOGY. This course is designed as the introductory course in geology for non-science and science majors alike. The composition and structure of the earth, evolution of surface features, geologic processes, the scope of geologic time, and aspects of the history of science are the topics emphasized. The laboratory is supplemental and deals with mineral and rock identification and study of topographic and geologic maps. Field investigations are emphasized as much as possible. **Staff. 4**

113—HISTORICAL GEOLOGY. A study of geologic history, concentrating on North America, as synthesized from sequences of rock strata and from fossils. Emphasis is placed on the history of stratigraphy and evolution; methods of interpreting past environments; and the interaction of the geologic and biologic realms through time. Lab deals with field work, interpretation of geologic maps, and investigations of various periods in the history of the earth. Prerequisite: 111. **Bork. 4**

211—MINERALOGY. This course is divided into five parts: basic crystallography; origin and occurrence of minerals, physical mineralogy, chemical mineralogy, silicate mineralogy. Laboratory work includes identification of mineral hand specimens, identification of mineral grain mounts with the petrographic microscope, and analysis of mineral powders using spectroscopic and x-ray diffraction techniques. **Malcuit. 4**

212—PETROLOGY. This course covers three major topics: Igneous rocks, sedimentary rocks, and metamorphic rocks. Laboratory work is concerned mainly with the identification, classification, and interpretation of rock hand specimens. Thin-sections of rock specimens are also studied using petrographic microscope techniques. **Malcuit. 4**

213—PALEONTOLOGY. An introduction to fossil invertebrates with emphasis on theory of classification, form and function significance, paleoecological interpretation, evolutionary mechanisms, application of fossils to biostratigraphy, and the history of paleontology. Major invertebrate phyla of paleontological significance are surveyed. Prerequisite: 113. **Bork. 4**

214—SEDIMENTATION AND STRATIGRAPHY. Study of the processes of sedimentation and the resultant sedimentary rock record. Environments of deposition; facies; stratigraphic nomenclature; strata in the subsurface; and principles of correlation are among topics treated. Field work is a major facet of the laboratory. Prerequisite: 113. **Bork. 4**

215—GEOLOGY OF NATURAL RESOURCES. A broad survey of the occurrence, global distribution, and abundance of natural resources of Earth as well as consideration of the methods of exploration, exploitation, and processing of these resources for the benefit of man. Prerequisite: 105 or 111 or consent of instructor. **Malcuit. 4**

216—ENVIRONMENTAL GEOLOGY. A broad survey of the geological aspects of environmental studies. The major topics to be covered will be those relating to man's interaction with the natural geological environment. Topics include the study of geological hazards (earthquakes, volcanic eruptions, landslides, etc.), water quality and supplies, waste disposal and the environmental aspects of mineral resource development. Prerequisites: 105 or 111 or consent. **Malcuit. 4**

311—STRUCTURAL GEOLOGY. Study of movements of solid rock and molten rock and their effect upon crustal features of the earth. Required weekend field trip in September. Prerequisites: 111 and 226 or consent. **Graham. 4**

312—ADVANCED PHYSICAL GEOLOGY AND GEOMORPHOLOGY. An intensive look at selected topics in physical geology. Each student contributes by researching chosen topics and presenting verbal summaries and written bibliographies in a seminar setting. Prerequisite: 311 or consent. **Staff. 4**

320—GEOLOGICAL INVESTIGATION IN THE FIELD. Study of geologic field methods, maps, and aerial photos as well as pre-trip preparation for the spring vacation field trip constitute a 3-hour course. Preparation and participation in the field trip constitute a 2-hour course. A student who has had 111 may apply for permission to participate in the field trip for one-semester-hour of credit. **Staff. 1-3**

361-362—DIRECTED STUDIES. Individual reading and laboratory work in a student's field of interest within Geology. Work in Petroleum Geology is included. **3**

400—FIELD COURSE. A major in Geology must register for a summer field course offered by any one of a number of approved universities. Upon the successful completion of the course he or she receives credit transferable to his or her record at Denison. **4-8**

401—SELECTED TOPICS IN GEOLOGY. An advanced seminar or problem-oriented course which involves a semester-long investigation of such topics as geochemistry, environmental geology, or the history of geology. **Staff. 3**

451-452—SENIOR RESEARCH. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. **4**

TEACHING OF SCIENCE (See EDUCATION 311)

Geography

Geography is a non-major field at Denison, but the student who may wish to pursue this discipline at the graduate level might major in Earth Science, Economics, Sociology, or History. Such a student should elect 12-15 hours in Geography at Denison and should choose Geology as one of his or her years of science. Having completed such a program, a

student will normally have little difficulty gaining admission to a graduate program in Geography at a high-ranking university.

Course Offerings

Geography

201—WEATHER FORECASTING AND WEATHER PHENOMENA. An introductory course in weather and climate of a very practical nature. The course is for those who are consciously observing weather changes and weather extremes and wonder why, as well as those who wonder why weather forecasts don't always work out. Atmospheric properties and their measurement are learned as a basis for the discussion of the dynamics of the atmosphere in motion. The challenge, problems and future trends of weather forecasting are also discussed. **Graham. 4**

225—GEOGRAPHY OF THE EASTERN UNITED STATES. Geomorphic provinces, their rocks, and terrain development. Emphasis on historical geography and continuing influence of environment upon the nation's development. (Fall semester.) **Mahard. 4**

226—GEOGRAPHY OF THE WESTERN UNITED STATES. Geomorphic provinces, their rocks, and terrain development. Emphasis placed on appreciation and understanding of scenery; relationships between development of the West and environmental considerations. (Spring semester.) **Mahard. 4**

230—GEOGRAPHY OF SOUTH AMERICA. Environmental factors and their significance in the affairs of South America. **Mahard. 3**

232—GEOGRAPHY OF EUROPE. Environmental factors and their significance in the affairs of Europe; emphasis is placed upon geographic factors which play a role in current events in Europe. **Mahard. 3**

240—GEOGRAPHY OF THE SOVIET UNION. A survey of the physical environment of the U.S.S.R. to enhance understanding of similarities and contrasts between U.S. and U.S.S.R. environmental problems. **Mahard. 3**

261—WORLD POLITICAL GEOGRAPHY. Study of advantaged and disadvantaged world states and their interactions related to environmental considerations. Attention is directed to current problems associated with natural resource dependency, with natural resource distribution, and emerging nationalism. **Mahard. 3**

361-362—DIRECTED STUDIES. Readings in Geography selected to enhance student's geographic comprehension. **Mahard. 3**

History

Faculty

Chairperson

Michael Gordon

Professor

G. Wallace Chessman (1950-51, 53-) (On Leave All Year)

Alumni Chair

B.A., M.A., Ph.D., Harvard U.

David S. Watson (1954-)

B.A., Illinois College; Ph.D., U. of Chicago

Clarke L. Wilhelm (1962-)

B.A., U. of Minnesota; M.A., Ph.D., Johns Hopkins U.

Associate Professor

Bruce E. Bigelow (1971-) (On Leave All Year)

B.A., College of Wooster; M.A., Ph.D., U. of Chicago

William C. Dennis (1968-)

A.B., Earlham College; M.A., Ph.D., Yale U.

Amy Glassner Gordon (1968-69, 1970-72, 1975-)

B.A., Connecticut College; M.A., Ph.D., U. of Chicago

Michael D. Gordon (1968-)

B.A., M.A., Ph.D., U. of Chicago

Yeshayahu Jelinek (1978-)

B.A., M.A., The Hebrew U., Jerusalem; Ph.D., Indiana U.

John B. Kirby (1971-)

B.A., U. of Wisconsin; M.A., U. of Michigan; Ph.D., U. of Illinois

Donald G. Schilling (1971-) (On Leave All Year)

B.A., DePauw U.; M.A., Ph.D., U. of Wisconsin

Assistant Professor

Barry C. Keenan (1976-)

B.A., Yale U.; M.A., Ph.D., Claremont Graduate School

Instructor

Eileen Boris (1978-)

A.B., Boston U.; M.A., Brown U.

Senior Fellow

Thomas E. Szykowny

Anna Maria Nicholls

Elizabeth Lindsey Belew

Departmental Guidelines

Major in History

Although only 24 hours are required for a major, a student majoring in History usually takes from 30 to 40 hours of course work in the department. The department believes it necessary for a major to achieve some competence in the following *five* areas of history: Ancient-Medieval; American; European from the Renaissance to the French Revolution; European from the French Revolution to the present; and Non-Western. Working together, the student and his or her adviser should determine the best way to approach each area. Students may demonstrate competence in an area in one or more of the following ways: Advanced Placement, superior High School training, proficiency examination, or by taking one or more courses in an area.

Each senior major will enroll in a colloquium examining different approaches to the study of History. The colloquium will carry two credits, be offered in the fall semester and consist of ten to twelve students and two staff. It will meet for a two-hour session every other week. Readings and discussion will be the main basis of the course, although students will be required to submit short written critiques of readings for each session.

We hope the colloquium will provide a culminating experience which will help our seniors to reflect upon their major and its place in their collegiate career: specifically, to reflect upon history as a discipline and an inquiry, and to reflect upon that role that history has played within the intellectual and academic life of each student.

At some point in his or her career in the department the student is also expected to write a major research paper.

A working knowledge of a foreign language is normally expected of all majors; those planning on graduate school should start a second language if possible. (Graduate schools usually require a reading knowledge of French and German or one of those plus another

language such as Spanish or Russian, depending on the research needs of the candidate).

Course Offerings

Introductory Courses

201—THE INDIVIDUAL AND THE SOCIAL ORDER IN ANCIENT AND MEDIEVAL TIMES. A study of the search for a viable political and social order during the ancient and medieval periods. This course will not attempt to survey ancient and medieval history but will concentrate upon three periods; late 5th century Athens, Rome during the last century of the Republic and the first century of the Empire, and Medieval England from the 11th to the 14th century. The intervening years will be considered only to the degree necessary to understand the developments of these three periods or as evidence of the success or failure of the search for social and political order. (Should ordinarily be taken in the freshman year if used to fulfill G.E. requirement.)

A. Gordon, M. Gordon. 4

202—THE INDIVIDUAL AND THE SOCIAL ORDER IN MODERN TIMES. This course will follow in theme, organization, and sequence History 201, The Individual and the Social Order in Ancient and Medieval Times. History 202 will examine three periods within the scope of modern history. In each, the emphasis will be upon (1) political, economic, and social structures, and the place of classes and individuals within these structures, (2) the force of change in reshaping these structures by revolutionary or evolutionary means, and (3) the birth of new attitudes towards man and society. (Should ordinarily be taken in the freshman year if used to fulfill the G.E. requirement.)

Bigelow, Schilling. 4

205—EARLY MODERN EUROPE. A survey of the major developments in European social, economic, and political history from the Renaissance to the French Revolution.

A. Gordon. 4

211—MODERN EUROPE. An examination of European society from the French Revolution to the present in the light of the forces which mold its attitudes and institutions.

Watson. 4

215—A HISTORY OF BLACKS IN AMERICA. A study of the experience of Blacks in America with emphasis on the African heritage, slavery, Civil War and Reconstruction, the policies of discrimination, the shift to urban life, the rise of the ghetto, and the age of protest and change. (Should ordinarily be taken in freshman year if used to fulfill G.E. requirement.)

Kirby. 4

221—AMERICAN CIVILIZATION. A survey of the history of America from 1776 to the present. Political, diplomatic, social, economic, and intellectual themes and topics will be included. (Should ordinarily be taken in freshman year if used to fulfill G.E. requirement.)

Staff. 4

231—CHINESE CIVILIZATION: THE MANDATE OF HEAVEN. The earliest Chinese records of their past are studied along with archeological evidence to describe the beginnings of Chinese civilization. The formation of the first state, the unique political and ethical ideology prevailing in ancient China, and the philosophic schools defining the Chinese cultural tradition are analyzed up to the consolidation of the dynastic system at the time of Christ.

Keenan. 4

233—MODERN EAST ASIA. Beginning from an insider's view of how both prince and peasant saw the world around them before the encroachment of the West, this course analyzes the modern transformation of East Asia. Topics include: the conflict of Sinocentrism with modern nationalism in the Chinese revolution, the Japanese road to Pearl Harbor, and the significance of the Korean War in East Asia.

Keenan. 4

American History

301—THE COLONIAL BACKGROUND TO THE AMERICAN REVOLUTION. A study of the economic, social and political aspects of American History during the 17th and 18th centuries.

Dennis. 4

302—THE IDEA OF AMERICAN UNION: THE EARLY NATIONAL PERIOD. A study of the growth of American nationalism and the American character from the Constitution to the Civil War. Political thought and primary sources are emphasized.

Dennis. 4

303—THE AMERICAN FRONTIER. The frontier in American economic, political and cultural development.

Wilhelm. 3

305—RECENT AMERICAN HISTORY. Study of American society from the 1920's through the Depression New Deal, Cold War, and the 60's and 70's. Emphasis is directed to the social, economic, political, and cultural changes and continuities manifested in American life since World War I.

Kirby. 4

307—AMERICAN DIPLOMATIC HISTORY. A survey of the history of American foreign policy, emphasizing the rise of the U.S. to world power in the 20th Century.

Wilhelm. 4

311—AMERICAN INTELLECTUAL HISTORY. A study of selected problems in American intellectual development.

Chessman. 3

312—THE CITY IN AMERICA. The pattern of American urban growth from colonial times to the present will be examined, with somewhat more attention being given to the post-Civil War period. Intellectual and cultural aspects will be considered along with the economic, social, and political.

Chessman. 4

314—AMERICAN SOCIAL HISTORY SINCE 1860. A survey of development of American social history since the Civil War, emphasizing urban and industrial growth and its effects upon social classes, institutions, and cultural life.

Chessman. 3

316—TOPICS IN BLACK HISTORY. Analysis of the development of Black American ideologies, institutions, leaders, and culture based around topical themes with an emphasis on the interrelationship of historical and contemporary black thought and activity in American life. Prerequisite: 215.

Kirby. 3

Ancient and Medieval History

321—LIFE AND THOUGHT IN ATHENS. (Same as Classical Civilization 101). A study of the cultural and political life of ancient Athens during the fifth and fourth centuries B.C. Developments will be traced through Greek writings of the period—including history, tragedy and comedy, philosophy and oratory—and through archaeological remains, particularly the sanctuaries on the Acropolis and monuments associated with drama. **All readings are in English.** No prerequisites.

Graham. 4

323—ROMAN LIFE AND THOUGHT. (Same as Classical Civilization 102). A study of the evolution of Roman society from a simple farming community to a sophisticated world capital. Readings from Roman historians will stress dominant ideals and ideologies, as often represented by outstanding political and military leaders. Roman culture will be reviewed also in archeological monuments. **All readings in English.** No prerequisites.

Graham. 4

333—THE MIDDLE AGES. An examination of the major political, social, and economic developments of the Middle Ages.

M. Gordon. 4

335—ENGLAND AND FRANCE IN THE MIDDLE AGES. English and French constitutional and social history from the tenth century to the fifteenth.

M. Gordon. 4

Modern European History

337—THE AGE OF THE RENAISSANCE. An examination of European history in the 14th and 15th centuries. Emphasis will be placed on intellectual developments and on the social and political context which shaped these developments.

M. Gordon. 4

338—THE AGE OF THE REFORMATION. An examination of European history in the 16th and early 17th centuries. Emphasis will be placed on political and intellectual developments and on the social context which shaped these developments.

M. Gordon. 4

342—ENGLAND UNDER THE TUDORS AND STUARTS. A study of English social and cultural history and of the development of the English constitution against the background of the political history of the 16th and 17th centuries.

A. Gordon. 4

343—MODERN BRITAIN. A political, social, and cultural history of Great Britain from 1715 to the present.

Watson. 3

347—HISTORY OF RUSSIA TO 1917. Development of the Russian people and state from their earliest origins to 1917; political, economic, and social relations; and foreign policy.

Bigelow. 4

348—HISTORY OF THE SOVIET UNION. Political, economic, social and diplomatic evolution of Soviet Russia and the Republics of the U.S.S.R. from about 1917 to the present. **Bigelow. 4**

351—EUROPEAN DIPLOMATIC HISTORY: 1815-1914. A study of European international relations from the Napoleonic period to the First World War. **Schilling. 4**

352—SOCIAL HISTORY OF MODERN EUROPE (19th and 20th CENTURIES). An analysis of the development of European society since the French Revolution with an emphasis on class structure, class interaction, and the processes of social change. **Schilling. 4**

353—WAR AND REVOLUTION IN THE 20th CENTURY. An examination of how the twin forces of war and revolution have shaped the character of our contemporary world. Geographically, the course will focus primarily on Europe. **Schilling. 4**

356—INTELLECTUAL AND CULTURAL HISTORY OF MODERN EUROPE (19th and 20th CENTURIES). The main currents of Western European thought examined as responses to scientific, economic, social, and political developments in eras of profound change. **Watson. 3**

357—19th CENTURY HISTORY AS SEEN THROUGH LITERATURE. The French Revolution and its impact, the Romantic revolt, the impact of industrialism, the force of nationalism, the liberal ideal. These topics will be examined in the light of works by Stendhal, Hugo, Dickens, Flaubert, Galsworthy, Tolstoy, Martin, du Gard, Ibsen and others. **Watson. 3**

358—20th CENTURY HISTORY AS SEEN THROUGH LITERATURE. 20th Century as seen through literature: Europe at its Zenith, the terror and results of two world wars, the flamboyant 'twenties,' the dehumanization by dictatorship and depression perceived through the works of such writers as Shaw, Mann, Huxley, Silone, Sartre, H. G. Wells, Celine, and others. **Watson. 3**

African and Asian History

371—THE MODERN FATE OF CONFUCIAN CHINA. At the turn of the century Confucian literati combined achievement in learning with political power. In 1911 the 2000-year old Chinese dynastic tradition was overthrown, and Western models of capitalism and democratic government were promoted. After 1949 the revolutionary Marxist government of Mao Tse-tung turned political revolution into social revolution. This course analyzes the transformation of the intelligentsia amid China's social and political revolution in the twentieth century. We shall read writers, political activists, and educational reformers. **Keenan. 4**

375—DEVELOPMENT OF THE MODERN MIDDLE EAST. Study of peoples of the Islamic world with particular emphasis on cultural aspects of Islamic civilization, political and social history of Islamic states, and special conflict area of the Middle East. **Bigelow. 4**

381—AN INTRODUCTION TO MODERN AFRICA. A study of major problems and issues in African history with an emphasis on the recent past. **Schilling. 4**

Latin American History

391—INTRODUCTION TO LATIN AMERICA. A survey of the colonial period and an introduction to the problems of Mexico, Central America, and the Caribbean in modern times. Special emphasis is given to a study of the Mexican and Cuban revolutions. **Staff. 4**

392—MODERN SOUTH AMERICA. A survey of South America in the 19th and 20th centuries and a study of the problems of economic and social change. **Staff. 4**

393—MODERN LATIN AMERICA: EVOLUTION OR REVOLUTION? An examination of contemporary Latin American history, focusing on topics such as models for economic change, United States diplomacy, Marxism, guerilla activities, the Cuban Revolution and the role of the military. **Staff. 4**

394—HISTORY OF BRAZIL. A study of the social, political, and economic history of Brazil from colonial times to the present. **Staff. 4**

Other

360—STUDIES IN HISTORY. Intensive study by the class of selected periods or topics in History. May be taken more than once for credit. Prerequisite: Consent of instructor. **Staff. 3**

361-362—DIRECTED STUDY.

Staff. 3

431-432—SEMINARS. Open to superior students with consent of the instructor. These courses will involve the preparation of a research paper, and (as registration warrants) will be offered in the following fields:

Staff. 3

- a. Early American History
- b. American Frontier
- c. American Diplomatic History
- d. American Social and Intellectual History
- e. American Political and Economic History
- f. Renaissance and Reformation
- g. Tudor England
- h. Modern England
- i. Far Eastern History
- j. Africa: South of the Sahara Desert
- k. Latin America
- l. Modern European Intellectual History
- m. European Political and Social History
- n. Russian History
- o. The Middle East

Dennis
Wilhelm
Wilhelm
Chessman
Kirby
M. Gordon
A. Gordon
Watson
Keenan
Schilling
Staff
Watson
Schilling
Bigelow
Bigelow

451-452—SENIOR RESEARCH. Research in selected topics of History.

Staff. 4

455—SENIOR COLLOQUIUM.

Staff. 2

461-462—INDIVIDUAL WORK FOR HONORS.

Staff. 4

TEACHING OF SOCIAL STUDIES. (See EDUCATION 320).

Mathematical Sciences

Faculty

Chairperson

W. Neil Prentice

Professor

Daniel D. Bonar (1965-68, 69-)

B.S., Chem.Eng., M.S., West Virginia U.; Ph.D., Ohio State U.

Arnold Grudin (1953-)

B.A., New York U.; M.S., Columbia U.; Ph.D., U. of Colorado

Zaven A. Karian (1964-)

B.A., American International College; M.A., U. of Illinois; Ph.D., Ohio State U.

W. Neil Prentice (1957-)

A.B., Middlebury College; A.M., Brown U.; Ph.D., Syracuse U.

Andrew Sterrett (1953-) (On Leave All Year)

B.S., Carnegie Inst. of Technology; M.S., Ph.D., U. of Pittsburgh

Marion Wetzel (1946-)

Benjamin Barney Chair of Mathematics

A.B., Cornell College; M.A., Ph.D., Northwestern U.

Assistant Professor

James Cameron (1975-)

B.S., Ohio State U.; M.S., Stanford U.; Ph.D., Ohio State U.

Ronald W. De Gray (1975-)
B.A., M.A., U. of Connecticut; Ph.D., Syracuse U.
James M. Whitehead (1978-)
B.S., Ohio State U.; M.S., Cleveland State U.

Instructor

Doyt L. Perry (1978-)
B.S., Bowling Green State U.; M.S., Ohio State U.

Departmental Guidelines

Students interested in Mathematics, Mathematical Economics, or the Natural Sciences should take 123-124 followed by 222 and 231 by the end of the sophomore year.

Students interested in Computer Science should take 171 followed by 271-272 by the end of the sophomore year. B.S. Candidates should also take 123-124, preferably during the freshman year.

Students interested in taking only one or two courses in Mathematical Sciences should choose 101, 102, 105, or 123.

Requirements for Mathematical Sciences Degrees

Minimum requirements for a major in Mathematical Sciences for a B.A. degree are four semester courses at the 300 level or above, (in addition to any directed studies, senior research, or honors project credits), two of which must be from the list 321 or 322 (but not both), 331, 332, 337, 341, and 342.

Minimum requirements for a major in Mathematical Sciences for a B.S. degree are eight semester courses at the 300 level or above, six of which must be from the list 321, 322, 331, 332, 334, 337, 341, 342, 351, 352, and 356. At most, one directed study and an honors project, with approval, could be substituted for one or more of the eight courses. In addition the B.S. candidate must take 171 and is urged to take at least one other computer science course.

A student who plans to teach in secondary schools is advised to include 321, 331, 337, and 341 in his or her program.

Requirements for Computer Science Degrees

Required of all majors in Computer Science:

341 or 102;
171 or both of 101 and 174;
271, 272, 371, 372.

Required for B.A. in Computer Science:

In addition to the courses required of all majors, the B.A. candidate must take two courses from the list 356, 373, 377 and 382.

Required for B.S. in Computer Science:

In addition to the courses required for all majors, the B.S. candidate must take four courses from the list 331, 334, 352, 356, 373, and 382 plus any two additional courses in the department at 300 level or above. Physics 211 (Solid State Electronics) may be substituted for one of these two additional courses.

The Computer Science staff *strongly recommends* that B.A. candidates also take 123, 124, 231, and 274 in addition to the required 8 courses.

We also recommend that a B.A. candidate in either Mathematical Sciences or Computer Science consider having a second major. Economics would be a good second major for students planning to go into business or into a MBA program following graduation.

A student desiring recommendation for graduate study in mathematics or computer science should take a B.S. major. A reading knowledge of at least one foreign language—French, German, or Russian—is also recommended.

Combined Major in Mathematical Sciences and Economics

A student interested in quantitative aspects of economics who wishes to work for advanced degrees in Business or Economics with a strong Mathematical Sciences background may elect this combined major. Requirements are Mathematical Sciences 171, 341, 342, 351 and Economics 100, 300, 301, 302, 331, 332, and 350 (or another 300 level course or a seminar agreed upon with advisor). An area exam in quantitative economics is also required.

Course Offerings

100—MATHEMATICS-ART AND SCIENCE. Offered for the non-scientific student who is more interested in the methods of Mathematics than its technique. Topics chosen to convey the spirit of the subject may include logic, set theory, finite mathematics, number systems geometry, and topology. Not offered in 1978-79. **Staff. 4**

101—INTRODUCTORY COMPUTER SCIENCE. Introduction to computer science and the development of algorithms and their translation, via flowcharts, to computer programs. Discussion of historical and technological development of computing, and possible future social consequences. Accompanied by a lab designed to illustrate principles of the lectures. Computer programs will be written in a compiler language (e.g., BASIC), a simple assembly level language, and a simple machine language. Designed for students who do not expect to take additional courses in computer science. Offered each semester. **Staff. 4**

102—STATISTICS - DATA ANALYSIS. This course includes topics from statistical inference such as estimation, testing hypotheses, regression and analysis of variance and contingency tables. This course is concerned with experimental and data gathering methods in addition to developing some statistical skills. There will be a laboratory for computer use. Not open for credit to those who have taken Psychology 313. Offered each semester. **Staff. 4**

105—INTRODUCTORY MATHEMATICS. This course is designed for the student who wishes to take calculus but lacks certain background material in algebra, trigonometry, and/or analytic geometry. Offered each semester. **Staff. 4**

123-124—CALCULUS I, II. A two-semester introduction to single variable calculus. Topics include limits, derivatives, integrals, applications of calculus, and indeterminate forms. Each course offered each semester. **Staff. 4**

125-126—HONORS CALCULUS. Similar to 123-124 but considerable emphasis on rigor. Enrollment is by invitation only. Not offered in 1978-79. **Staff. 4**

171—BEGINNING COMPUTER SCIENCE. Designed for those contemplating taking additional courses in the department and for those having a good background in mathematics and/or expecting to major in one of the sciences. Introduction to the concept of the stored program computer by studying the machine language and assembly language of a simple computer and the development of algorithms via flowcharts and their translation into computer programs. Discussion of the development of computers and possible future consequences. Accompanied by a lab designed to illustrate principles of the lectures. Offered each semester. **Staff. 4**

174—INTRODUCTION TO PROGRAMMING LANGUAGES. An introduction to structured programming via a language such as PASCAL, to a business oriented language such as COBOL, and to a procedure oriented language such as FORTRAN or BASIC. Prerequisite: 171 or 101. Offered each spring semester. **Staff. 4**

222—CALCULUS III. Series and multiple variable calculus together with a rigorous review of beginning calculus. Offered each semester. **Staff. 4**

231—ELEMENTARY LINEAR ALGEBRA. Emphasis on topics such as matrix algebra, systems of linear equations, linear transformations, and computational techniques. Prerequisite: 123 or consent. Offered each semester. **Staff. 4**

271-272—SOFTWARE STRUCTURES. An introduction to computational and data structures. The course will stress the development of computational structures, particularly as they affect, and are affected by data structures. The student will be expected to write programs in both non-numerical (e.g. sorting, searching, stack manipulation) and numerical (e.g. statistical calculations, simulations)

areas. The processing of data structures large enough to require peripheral storage (i.e. files) will be covered. Required of all Computer Science majors. Prerequisite: 171 or consent. Year course offered each year. **Staff. 4**

274—COBOL AND ITS APPLICATIONS. The fundamentals of standard COBOL will be covered. The emphasis will be on applications and problem solving. Prerequisite: 171 or 174. Offered each spring. **Staff. 4**

321—ADVANCED ANALYSIS. Limits, infinite series and integration. Prerequisites: 222, 231. Offered each fall. **Staff. 4**

322—ADVANCED ANALYSIS. Vector calculus and differential geometry. Prerequisites: 222, 231. Offered each spring. **Staff. 4**

331—ALGEBRAIC STRUCTURES. Sets, relations functions, and topics chosen from graph theory, Boolean algebra, semigroups, propositional logic, and combinatorics and applications to computer science. Prerequisite: 231. Offered each fall. **Staff. 4**

332—ABSTRACT ALGEBRA. A study of the structure and properties of groups, rings, and fields. Prerequisite: 331. Offered in spring of 1979-80 and alternate spring semesters. **Staff. 4**

334—AUTOMATA AND FORMAL LANGUAGES. Definition of formal languages and their relation to abstract computing machines (automata), algorithms and the equivalence of various systems of expressing them, recursive functions, register machines, Turing machines, universality of the preceding in solving problems algorithmically, existence of algorithmically unsolvable problems (e.g. halting problem for Turing machines and Goedel's theorem), implementation of Boolean functions with switching circuits, applications to computer design, cellular automata and parallel computers. No lab. Prerequisites: 331. Offered in spring of 1978-79 and alternate years. **Staff. 4**

337—MODERN GEOMETRY. An introduction to modern geometries. Prerequisite: 231 or consent. Offered in spring 1978-79 and alternate years. **Staff. 4**

341-342—PROBABILITY AND MATHEMATICAL STATISTICS. Probability models, generating functions, limit theorems, stochastic processes, estimation of parameters, tests of hypotheses, regression. Prerequisites: 222 or consent. Year course offered each year. **Staff. 4**

351—DIFFERENTIAL EQUATIONS. Topics from the theory of linear and nonlinear differential equations. Prerequisites: 222, 231 or consent. Offered each spring. **Staff. 4**

352—NUMERICAL ANALYSIS. Topics from numerical quadrature, numerical integration of differential equations, matrix manipulations, and solution of nonlinear equations. Prerequisites: 222, 351 (may be taken concurrently). Offered in spring 1979-80 and alternate years. **Staff. 4**

356—MATHEMATICAL MODELING AND COMPUTER SIMULATION. A systematic treatment of the theory, applications, and limitations of modeling. Applications may include linear optimization, difference equations, queuing, and critical path problems. Simulation will be included as an applicational method, and the discussion of a simulation language such as GPSS or DYNAMO may also be included. Prerequisites: 272 and 102. Offered in spring of 1978-79 and alternate years. **Staff. 4**

361-362—DIRECTED STUDY. **Staff. 3**

371-372—SYSTEMS PROGRAMMING AND DESIGN. An examination of the design and implementation of computer operating systems. Assembly language will be treated as a means to study the characteristics of a system, including the structure of batch processing systems, multi-processing systems, input/output and interrupt modules, data and program sharing, and interface considerations. Lab problems will include systems programming applying lecture material. Required of all Computer Science majors. Prerequisite: 272. Year course offered each year. **Staff. 4**

373—PROGRAMMING LANGUAGES. A systematic study of computer programming languages starting with machine language and a brief examination of its hardware implementation. Progressing through assembly language to higher languages embodying numerical and nonnumerical computation. Throughout the development, the underlying structure of the languages and their implementation on computers will be stressed. This includes syntax analysis, Backus-Naur Form (BNF) specification of languages, Polish postfix notation implemented by push down stacks, and design of assemblers and compilers. Prerequisite: 272. Offered in spring 1979-80 and alternate years. **Staff. 4**

- 377—INFORMATION SYSTEMS ANALYSIS.** Analysis and design of information gathering and decision making processes. The advantages of alternative systems will be discussed from the operational and strategic points of view. Some case studies should be included. Prerequisite: 272. Recommended 331. Offered in fall 1979-80 and alternate years. **Staff. 4**
- 382—SYSTEMS DESIGN.** A study of hardware/software configurations as integrated systems. Topics will include hardware modules, hardware/software selection and evaluation, and systems implementation. Prerequisite: 272. Offered in fall 1978-79 and alternate years. **Staff. 4**
- 400-401—ADVANCED MATHEMATICAL TOPICS.** Prerequisite 222 or consent.
- a. Topology
 - b. Number Theory
 - c. Complex Variables
 - d. Real Variables
 - e. Functional Analysis
 - f. Geometry
 - g. Applied Mathematics
 - h. Topics in Analysis
- Staff. 4**
- 402-403—ADVANCED TOPICS IN COMPUTER SCIENCE.**
- a. Logic
 - b. Automata
 - c. Models of Grammar
 - d. Artificial Intelligence
- Staff. 4**
- 451-452—SENIOR RESEARCH.** **Staff. 4**
- 461-462—INDIVIDUAL WORK FOR HONORS.** **Staff. 4**

Modern Languages

Faculty

Chairperson

Arnold Joseph

Professor

Joseph R. de Armas (1966-)

Teacher's Diploma, Havana Normal School; Ed.D., Ph.D., U. of Havana

Milton D. Emont (1954-)

B.A., New Jersey State College, Montclair; M.A., Middlebury College; Ph.D., U. of Wisconsin

Arnold Joseph (1963-)

B.S., M.A., Ph.D., Ohio State U.

Ted Preston (1949-) (On Leave Second Semester)

A.B., Ohio U.; A.M., Harvard U.; Ph.D., Ohio State U.

Charles W. Steele (1949-)

B.A., U. of Missouri; M.A., U. of California; Ph.D., Ohio State U.

Associate Professor

John D. Kessler (1969-)

B.A., Ohio Wesleyan U.; M.A., Ph.D., U. of Texas

Ilse Winter (1967-)

Diploma, U. of Kiel (Germany); M.A., Rutgers U.

Assistant Professor

Valentine G. Bolen (1978-)

B.A., LL.B., Wayne State U.; Ph.D., U. of Michigan

Charles O'Keefe (1975-)

B.A., St. Peter's College; Ph.D., Duke U.

Elias A. Ramos (1976-)

B.A., Union U.; A.A., North Greenville Junior College; M.A., Ph.D., U. of Missouri

Visiting Lecturer

Annette G. Cash (1976-)

B.A., M.A., U. of North Carolina

Marietta Emont (1958-)

B.A., M.A., U. of Wisconsin

Josette Wilburn (1978-)

B.A., U. of Minnesota; M.A., Ohio State U.

Departmental Guidelines

A significant goal of a liberal arts education is to develop an understanding of oneself and one's surroundings. We believe that the study of foreign languages contributes to this goal in two ways. It increases reflective sensitivity to the intelligent use of language, through the application and comparison of linguistic concepts. It also enables students to acquire insights into a foreign culture which can be used as external vantage points from which to appraise their own perceptions and values.

Our language courses are designed to impart the skills and knowledge necessary for the acquisition of a foreign language. When students complete the basic courses, their mastery of language skills allows them to use the target language in subsequent courses dealing with aspects of the foreign culture. The Department emphasizes the use of a foreign language in most of its courses because it believes that students can best appreciate a foreign culture from within the framework of its own mode of expression.

With a view toward career opportunities the department encourages integrating foreign language study with a variety of other academic areas such as economics, political science, and English. Courses in area studies and literature, (either in the target language or in English) aside from their intrinsic worth, also present multiple opportunities for experiences with other cultures and various realms of intellectual activity.

A student wishing to spend a summer, a semester, or a year abroad with officially sponsored and supervised programs should consult members of the department. See Off Campus Programs in Viewbook. Opportunities to perfect the student's command of the language are provided on the campus by the language tables, foreign movies, club meetings, field trips, and similar activities supervised by the Department. January Term experiences on campus and abroad offer an added dimension to the program.

Certification by the Department of Education of the State of Ohio requires a minimum of 30 semester-hours of credit in one language.

General Departmental Regulations

A student planning to major in the Department or to receive a teaching certificate is advised to begin his or her course work in the freshman year. A student wishing to fulfill the basic requirement in *Language* by continuing the one begun in secondary school will find it advantageous to begin his or her course work in the freshman year. The language requirement must be completed by the end of the junior year. (For details concerning the alternatives for fulfilling the *Language* requirement, see Plan of Study in Catalog.) The basic requirement in *Literature* (3 hours) may be fulfilled by successfully completing a literature course offered by the Department at the 300 level.

Course Offerings

French

A student majoring in French must take the following courses above the 211-212 level: 311-312, 415; a minimum of one seminar, 418; and at least three of the following: 317, 318, 319, 320, 322. Recommended courses: 313, I.D. 271-272. Required related courses: 201-202.

111-112—BEGINNING FRENCH. A comprehensive introductory course in French through the four basic skills: oral comprehension, speaking, reading and writing. Does not count as credit toward a major. A student must complete 112 before receiving credit for 111. A student with one year of credit in high school French may register for 112. **Staff. 4**

201-202—AREA STUDY: FRANCE. The course considers several ways of answering the question: What makes France French? Students examine various aspects of French culture (art, slang, history, attitudes toward the past, etc.) that pertain to the problem of identifying a French national character. **O'Keefe. 3**

211-212—INTERMEDIATE FRENCH. A review of the structure of French. Emphasis placed on developing skills in reading, speaking, and writing through use of selected texts in literature, civilization, and journalism, with oral discussion. Prerequisite: 112 or two years of high school French. **Staff. 4**

213—INTERMEDIATE CONVERSATION. Intensive practice in conversational skills on the intermediate level. Prerequisite: 212 or equivalent. **Staff. 3**

215—ADVANCED INTERMEDIATE FRENCH. Intensive review of grammar and of reading and writing skills. Intended primarily as a preparatory course for students planning advanced work in French, or those who wish to consolidate language skills acquired in high school. Not open to students who have taken 212. **Staff. 4**

311—INTRODUCTION TO FRENCH LITERATURE (Middle Ages Through the 18th Century). Introduction to major literary movements and figures with reading from representative authors. **Conducted in French.** Prerequisites: 212 or equivalent. **Staff. 4**

312—INTRODUCTION TO FRENCH LITERATURE. (19th Century to the Present). Introduction to major movements and figures with reading from representative authors. **Conducted in French.** Prerequisites: 212 or equivalent. **Staff. 4**

313—EXPLICATION DE TEXTES. Advanced oral training using "explication de textes" techniques, stressing text analysis and interpretation, vocabulary, and syntax. **Conducted in French.** Prerequisites: 311 and 312 or equivalent. **Joseph. 3**

315—PROBLEMS OF TRANSLATION. A course designed to develop the skill of capturing in translation, a variety of styles selected primarily from diverse areas of French literature and culture. **Conducted mostly in French.** Prerequisites: 311 and 312 or equivalent. **Staff. 3**

317—17th CENTURY LITERATURE. The development of French classicism, with emphasis on the theater. Representative works of Corneille, Moliere, Racine, Pascal, La Fontaine, and others. **Conducted in French.** Prerequisites: 311 and 312 or equivalent. Offered 1977-78. **Emont. 4**

318—18th CENTURY LITERATURE. Voltaire, Rousseau, Montesquieu, Diderot, and the leading playwrights and novelists of the century. **Conducted in French.** Prerequisite: 311 and 312 or equivalent. Offered 1978-79. **Preston. 4**

319—19th CENTURY LITERATURE. An examination of the literary revolution inadequately described by such terms as Romanticism, Realism, Naturalism, and Symbolism. Texts from Hugo, Balzac, Flaubert, Mallarme, and others. **Conducted in French.** Prerequisites: 311 and 312 or equivalent. Offered in 1979-80. **O'Keefe. 4**

320—20th CENTURY THEATER. A study of the development of the theater of the 20th Century with emphasis upon Giraudoux, Cocteau, Montherlant, Anouilh, Claudel, Sartre, Camus, and the Experimental Theater of Ionesco and Beckett. **Conducted in French.** Prerequisites: 311 and 312. Offered 1978-79. **Joseph. 4**

322—THEMES AND PERSPECTIVES OF THE 20th CENTURY NOVEL IN FRANCE. Concepts of freedom, authenticity, alienation. Sustained emphasis on changing notions of space, time and structure as these pertain to modified perceptions of reality. Texts by Martin du Gard, Proust, Malraux, Sartre, Camus, Robbe-Grillet, Tournier. **Conducted in French.** Prerequisites: 311-312 or equivalent. Offered in 1979-80. **Joseph. 4**

331—THE SEARCH FOR THE AUTHENTIC SELF IN FRENCH LITERATURE. An examination of how the main characters of important novels and plays deal with the question: Who am I? Texts from Stendhal, Flaubert, Gide, Mauriac, Malraux, Sartre, Camus, and Genet. **Conducted in English.** Fulfills G.E. requirement in literature. No prerequisites. **O'Keefe. 4**

361-362—DIRECTED STUDY.

Staff. 3

401-402—PROBLEMS IN AREA STUDY. A terminal integrating course of independent study to be taken in the senior year by the student majoring in the transdepartmental sequence. Area Study France. **O'Keefe. 3**

415—ADVANCED FRENCH GRAMMAR AND WRITING. Intensive grammar review and stylistics on the advanced level. **Conducted in French.** Prerequisites: 311 and 312 or equivalent. **Emont. 4**

418—SEMINAR. Advanced study of special problems in language or literature. Majors are required to take a minimum of one seminar, but may elect more. Prerequisites: 311, 312, and a semester of an advanced literature course or equivalent. **Staff. 3**

451-452—SENIOR RESEARCH.

Staff. 4

461-462—INDIVIDUAL WORK FOR HONORS.

Staff. 4

TEACHING OF MODERN LANGUAGES. (See EDUCATION 343)

German

A student majoring in German and concentrating in Literature must take the following courses above the 211-212 level: 311 or 312, 313, 317, 321, 322, 416, and 361 or 362. For a concentration in German Civilization, the student must take the following courses above the 211-212 level: 311 or 312, 313, 301, 302, 416, 361 or 362 and one of the following courses: 317, 321, 322, 414, 415, as well as a course in European History. Recommended courses: 415, 213. Recommended related courses: I.D. 271-272.

111-112—BEGINNING GERMAN. A comprehensive introductory course in German through the four basic skills: oral comprehension, speaking, reading, and writing. Does not count as credit toward a major. A student must complete 112 before receiving credit for 111. A student with one year of credit in high school German may register for 112. **Staff. 4**

211-212—INTERMEDIATE GERMAN. A review of grammar, improvement of conversational skills and readings in German culture will be stressed. Special provisions may be made for students desiring reading in scientific German literature. Prerequisite: 111-112 or appropriate score on placement test. **Staff. 4**

213—INTERMEDIATE CONVERSATION. Intensive practice in conversational skills on the intermediate level. Work in the language laboratory and composition will constitute a part of the course. Prerequisite: 211 or 212 or consent. **Staff. 4**

311—INTRODUCTION TO GERMAN LITERATURE. The goal of the course is to train the students in the techniques of reading, interpreting, and evaluating literature. An equal amount of time (approximately four weeks) is devoted to short prose fiction, drama, and poetry, mostly from the 20th century. Short compositions in German throughout the semester constitute an essential element of the course. **Conducted in German.** Prerequisite: 212 or 213 or equivalent. **Staff. 4**

312—MASTERPIECES OF 20th CENTURY GERMAN LITERATURE. A close study of works by Thomas Mann, Franz Kafka, Hermann Hesse, Heinrich Boll, Gunther Grass, and others. **Conducted in German.** Prerequisite: 311. **Staff. 4**

313—ADVANCED CONVERSATION AND COMPOSITION. Intensive practice in conversational skills on the advanced level. Composition is needed. **Conducted in German.** Prerequisite: 213 or consent. **Winter. 4**

317—GERMAN CLASSICS. An examination of literary masterpieces which deal with fundamental aspects of human experience: individual growth and self-realization, self and others, existence in time. Selected works by the following authors will be analyzed in detail: Goethe, Nietzsche, Thomas Mann, Kafka, Rilke, Hesse, Brecht. **Conducted in English.** No prerequisites. **Winter. 4**

321—THE ROMANTIC PERIOD IN GERMANY. A study of the works of Novalis, Tieck, Brentano, Eichendorff, Hoffman, Heine. Prerequisites: 312, 311, or consent of instructor. **Winter. 4**

322—19th CENTURY PROSE AND DRAMA. Kleist, Buchner, Hebbel, Keller, Meyer, Storm, Fontane, Hauptmann, and others. Prerequisites: 212, 213, or four years of high school German. **Kessler. 4**

361-362—DIRECTED STUDY. **Staff. 3**

375—THE FAUST THEME IN EUROPEAN LITERATURE. The course will examine how an obscure and rather shady character of the 15th Century, a self-acclaimed astrologer and necromancer by the name of Faust, has inspired some of the most fascinating literary masterpieces. The following works will be studied in depth: *The Historie of the damnable life and deserved death of Doctor John Faustus* by an anonymous author of the 16th Century, Marlowe's *The Tragical History of the Life and Death of Doctor Faustus*, Goethe's *Faust*, Byron's *Manfred*, Th. Mann's *Doktor Faustus*, and Bulgakov's *The Master and Margarita*. The emphasis will be on the figure of Faust as a representative of Western man: his pursuit of knowledge, his aspirations towards the divine and his fascination with the demonic, his role in society, and his damnation or salvation. **Winter. 3**

401-402—PROBLEMS IN AREA STUDY. A terminal integrating course of independent study to be taken in the senior year by the student majoring in the transdepartmental sequence Area Study: Germany. **Staff. 3**

413—ADVANCED COMPOSITION AND GRAMMAR. Intensive grammar review and composition on the advanced level. Prerequisite: 312. **Kessler. 3**

414—THE GERMAN LYRIC. A representative sampling of early German poetry followed by more concentrated study of the lyrics of the 19th and 20th century poets including Rilke, Hofmannsthal, George, Krolow, Celan, Gottfried Benn, and others. Prerequisite: 311 or 312. **Kessler. 4**

415—SURVEY OF GERMAN LITERATURE BEFORE 1700. Prerequisite: any 300 course or consent of instructor. **Kessler. 4**

416—SEMINAR. Prerequisite: same as 415. **Staff. 3**

451-452—SENIOR RESEARCH. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. **Staff. 4**

TEACHING OF MODERN LANGUAGES. (See EDUCATION 343).

Russian

A student majoring in Russian must take the following courses above the 211-212 level: 305, 311-312, and at least three literature courses chosen from the following: 322, 323, 324, 325, 326. Strongly recommended: 115. Attention is called to the interdepartmental major in East European and Soviet Studies.

111-112—BEGINNING RUSSIAN. A comprehensive introductory course in Russian through the four basic skills: oral comprehension, speaking, reading, and writing. Work in the language laboratory is required. A student must complete 112 before receiving credit for 111. A student with one year of credit in high school Russian may register for 112. **Staff. 4**

115—THE SOVIET UNION AS A WAY OF LIFE. This course, through the use of literature, film, discussion, and general interaction between the instructor and the students will introduce the land

and the peoples of the Soviet Union and Eastern Europe. The course will present the cultural, political, and social heritage of this area of the world and create an awareness of the *weltanschauung* of the peoples of these countries in our present day. **Taught in English.** No prerequisite. **Staff. 4**

211-212—INTERMEDIATE RUSSIAN. Review of structure of the language. Emphasis placed on developing skills in reading, writing, and speaking through use of selected texts in literature, civilization, and journalism, with oral discussion and writing in the language. Prerequisite: 112 or two years of high school Russian. **Staff. 4**

305—ADVANCED RUSSIAN CONVERSATION AND COMPOSITION. Intensive practice in conversational skills combined with a brief review of grammar. **Conducted in Russian.** Prerequisite: 211-212 or consent. Offered in alternate years. **Staff. 4**

311-312—INTRODUCTION TO RUSSIAN LITERATURE. Readings from representative authors of 19th and 20th Century Russian literature. Class discussions dealing with the texts, literary style, syntax, and vocabulary. **Conducted in Russian.** Prerequisite: 211-212 or consent. **Staff. 4**

322—THE AGE OF PUSHKIN AND THE ROMANTICS. Study of late 18th Century and early 19th Century Russian writers, with readings selected from among Karamzin, Pushkin, Gogol, and Lermontov. **Conducted in English.** Fulfills G.E. requirement in literature. No prerequisite. **Staff. 4**

323—DOSTOEVSKY AND THE NATURALISTS. Study of Russian literature of mid-19th Century with readings selected from among Dostoevsky, Leskov, and Aksakov. **Conducted in English.** Fulfills G.E. requirement in literature. No prerequisites. **Staff. 4**

324—TURGENEV AND CHEKHOV. Study of Turgenev and Chekhov as short story writers, novelists, and playwrights. **Conducted in English.** Fulfills G.E. requirement in literature. No prerequisites. **Staff. 4**

325—THE AGE OF TOLSTOY. Study of late 19th century Russian literature with readings selected from among Goncharov, Aksakov, Bunin, Andreev, and Tolstoy. **Conducted in English.** Fulfills G.E. requirement in literature. No prerequisites. **Staff. 4**

326—RUSSIAN SOVIET NOVEL FROM SHOLOKHOV TO SOLZHENITSYN. Major figures and movements in Soviet novel with readings selected from among Gorky, Fadeev, Leonov, Sholokhov, Babel, Pilnyak, Pasternak, and Solzhenitsyn. **Conducted in English.** Fulfills G.E. requirement in literature. No prerequisites. **Staff. 4**

TEACHING OF MODERN LANGUAGES. (See EDUCATION 343)

Spanish

The student majoring in Spanish has these options:

1. Hispanic Literature (315, 316, 415, and 416)
2. The Spanish Language (213, 313, 314, 412, and 413 or 414).

Indicated course numbers represent the requisites for each major. A Language major should take courses in Spanish and Latin American Literature and Culture. Courses in linguistics, the English language, and so forth are suggested. Attention is called to the third option, the interdepartmental major in Latin American Area Studies.

111-112—BEGINNING SPANISH. A comprehensive introductory course in Spanish through the four basic skills: oral comprehension, speaking, reading, and writing. Does not count as credit toward a major. A student must complete 112 before receiving credit for 111. A student with one year of Spanish in high school may register for 112. **Staff. 4**

211—INTERMEDIATE SPANISH. A third semester course in which the material of the first year is continued and summarized. Prerequisite: 112 or two years of high school Spanish or placement. **Staff. 4**

212—INTERMEDIATE SPANISH. The final semester of the two-year sequence of basic courses, intended to integrate the material of the previous three semesters and establish linguistic proficiency. Prerequisite: 211 or three years of high school Spanish or placement. **Staff. 4**

213—CONVERSATION. An advanced intermediate course to develop conversational ability in a

variety of daily life situations; emphasis is on oral comprehension and speaking. Prerequisite: 212 or consent. **Staff. 3**

Literature

315—SPANISH AMERICAN LITERATURE. Study of literary genres, periods, or movements in Spanish America; emphasis to be determined each semester course is taught. **Conducted in Spanish.** Prerequisite: 212 or equivalent. **Ramos. 3**

316—SPANISH LITERATURE. Study of literary genres, periods or movements in Spain; emphasis to be determined each semester course is taught. **Conducted in Spanish.** Prerequisite: 212 or equivalent. **Steele. 3**

415—SEMINAR IN SPANISH AMERICAN LITERATURE. Study and discussion in depth of a selected topic, writer, or work from Spanish American literature. **Conducted in Spanish.** Prerequisite: 315 or 316 or consent. **Armas, Ramos. 3**

416—SEMINAR IN SPANISH LITERATURE. Study and discussion in depth of a selected topic, writer, or work from Spanish literature. **Conducted in Spanish.** Prerequisite: 315 or 316 or consent. **Armas, Steele. 3**

Civilization and Culture

324—IDEOLOGY AND TRADITION IN THE SPANISH-SPEAKING WORLD. The motivation of the Spaniard and Spanish American seen through their attitudes, values, beliefs, and artistic expression. **Staff. 3**

Language

313—ADVANCED CONVERSATION. Intensive practice in oral Spanish on the advanced level. Reports, discussions, speeches, dramatizations, etc. **Conducted in Spanish.** Prerequisites: 213 or consent. **Armas, Steele. 3**

324—ADVANCED GRAMMAR. Intensive grammar review on the advanced level. Prerequisite: 212 or equivalent. **Armas. 3**

412—PHONETICS AND PRONUNCIATION. A theoretical study of the formation of Spanish vowels and consonants, their modification in groups, syllabication, and stress and intonation. Prerequisite: a 300 course in Language or Literature. **Ramos, Steele. 3**

413—COMPOSITION AND STYLISTICS. Composition on the advanced level with special attention given to modern Spanish creative writing. Prerequisite: 314. **Armas. 3**

414a-414b—ADVANCED READING AND TRANSLATION. One of two emphases will be used in a given semester: (a) Spanish to English or (b) English to Spanish. The goal is to achieve stylistic excellence. Prerequisite: a 300 course in Language or Literature. **Ramos, Steele. 3**

Latin American Area Studies (Conducted in English)

201—AREA STUDY: LATIN AMERICA. An introduction to the nature and problems of Latin American Civilization. A study of the land, the people, their culture, and its place in the contemporary world. **Conducted in English.** **Armas. 4**

401—PROBLEMS IN AREA STUDY. A seminar intended to integrate student perspectives through selected topics. Primarily for students in the transdepartmental sequence Area Study: Latin America. **Armas. 3**

401c—CARIBBEAN STUDIES. A seminar designed for students who wish to combine study of some aspects of the Caribbean area. The course offers a broad perspective of the ethnic, social, political, and economic problems of the so-called Caribbean area, which encompasses black as well as white countries. The focus of the seminar will be on the troublesome spots of the Caribbean: Cuba, Puerto Rico, Haiti, Barbados, Martinique, etc., and their relationship to the United States. **Armas. 3**

Other

361-362—DIRECTED STUDY.

Staff. 3

Music

Faculty

Chairperson

R. Lee Bostian

Professor

Frank J. Bellino (1958-) (On Leave All Year)
B.F.A., Ohio U.; Mus.M., Eastman School of Music

R. Lee Bostian (1966-)
B.A., M.A., Ph.D., U. of North Carolina

Egbert W. Fischer (1961-)
A.B., Harvard U.; M.A., Case Western Reserve U.

George R. Hunter (1954-)
B.F.A. (Music Ed.), B.F.A. (Mus.), Carnegie-Mellon U.

William Osborne (1961-)
Mus.B., Mus.M., A.Mus.D., U. of Michigan

Associate Professor

Elliot D. Borishansky (1968-)
B.A., Queens College; M.A., Columbia U.; A.Mus.D., U. of Michigan

Marjorie Chan (1968-)
B.Mus., Oberlin College; M.Mus., Indiana U.; D.M.A., U. of Southern California

Assistant Professor

William Stevens
B.A., U. of North Carolina; M.M., Catholic U. of America; D.M.A., U. of Maryland

Part-time Instructor

Elizabeth Borishansky, piano
B.Mus., B.Mus.Ed., Stetson U.; M.M., U. of Michigan

Joseph Lord, woodwinds
B.Mus., Ohio State U.; M.A., Columbia U.

Eric Ohlsson, oboe
B.Mus.Ed., Madison College; B.Mus., Ohio State U.

Robert Pierce, jazz piano
Professional jazz musician

Linda Pimentel, percussion
B.A., M.A., San Jose State U.

Robert Raker, bassoon
B.A., M.D., Ohio State U.

Gwendolyn Shrader, piano
B.Mus., M.M., Ohio State U.

Visiting Lecturer

Eileen Bellino, voice
B.Mus., Eastman School of Music
John McCormick, classical guitar
B.Mus., Capital U.

Artist-in-Residence

Everett Lee (1978-)

Independent Music Contractor

Glenn Harriman, trombone
B.S.Ed., M.A., Ohio State U.
Katherine Borst Jones, flute
B.A., U. of New Hampshire; M.M., Ohio State U.

Departmental Guidelines

Major in Applied Music (B.Mus. Degree)

Requirements: Music (78 hours)—Music 115-116, 201, 202, 203, 215-216, 311-312; and Ensemble (4 hours); Applied Music (28-32 hours); Electives (12-16 hours); and a Graduating Recital in the major field.

Major in Music Education (B.Mus. Degree)

Requirements: Music (58 hours)—Music 115-116, 141-142, 151-152, 161-162, 171, 201, 202, 203, 215-216, 307-308; Applied Music (16 hours); and Ensemble (4 hours); Education 213, 217, 315-316, 415, and 420.

This major enables the candidate to undertake the regular undergraduate plan in preparation for public school music teaching, leading to both the Bachelor of Music (Music Education) degree and the Ohio Provisional Special Certificate (Music) which provides certification grades K-12.

Major in Theory and Composition (B.Mus. Degree)

Requirements: Music (77 hours)—Music 115-116, 141-142, 151-152, 171, 201, 202, 203, 215-216, 307-308, 311-312, 341-342, 441-442; Applied Music (16 hours); and Ensemble (4 hours). In addition, the student must have three compositions ready for performance at the end of the junior year and must compose a work of major proportions during the senior year.

Major in Music (B.A. Degree)

Requirements: Music (40 hours) including Music 115-116, 215-216, 311-312; Ensemble (4 hours); and Applied Music (14 hours). In Related Areas (20 hours) including Music 201, 202, 203 and 11 additional hours to be prescribed by the major adviser.

Major in Music (B.F.A. Degree)

Requirements: Music (40 hours) which is expected to include Music 115-116, 215-216; History and Literature (6 hours); Ensemble (2 hours); and Applied Music (8 hours). Additionally required for the degree is 15 hours in arts other than in music, and 16 hours in general education requirements.

All students graduating with a Bachelor of Music in Applied Music or a Bachelor of Fine Arts with a music concentration whose major instrument is voice are required to take Music 136-137.

Any student anticipating music as a possible major should enroll in Music 115-116 during the freshman year. Admission to the Bachelor of Fine Arts degree and to any Bachelor of Music degree program requires permission of the Faculty of the Department of Music. At the end of the sophomore year each student is reviewed in terms of permission to continue in these degree programs.

General Education requirements for the Bachelor of Music degrees in Applied Music, Theory-Composition, and Music Education must be taken from the following areas of the present general education distribution system: one course in English, one in History, one in Fine Arts (other than in music), one in Philosophy and Religion, one in Social Sciences, and one in Science or Mathematical Sciences. In addition the student must satisfy the present foreign language requirement, excluding Linguistics. (A minimum of 3 hours credit must be taken in each area).

Course Offerings

101—FORMS OF MUSIC. A course designed to develop the listener's understanding of music in the concert repertoire (Baroque through the Contemporary Periods). The lectures will illustrate forms and general stylistic concepts of each period in relation to the social and historical background.

Chan, Hunter. 3

103b—CONCERT BAND

Hunter. 1/2

103o—ORCHESTRA

Bellino. 1

103c—CONCERT CHOIR

Osbörne. 1/2

103w—WOMEN'S CHORALE

Osborne. 1/2

Six semesters of participation will constitute fulfillment of the recommended Fine Arts requirement. (See Summary of Basic Requirements at front of Catalog.)

105—OPERA WORKSHOP. A course which involves the preparation and performance of an opera or scenes from opera.

Stevens. 1-2

107—CHAMBER MUSIC WORKSHOP. A course which involves active rehearsal and performance in a chamber ensemble.

Staff. 1-2

108—PRIVATE LESSONS IN PIANO, JAZZ PIANO, ORGAN, HARPSICHORD, VOICE, VIOLIN, VIOLA, VIOLONCELLO, STRING BASS, VIOLA d'amore, CLASSICAL GUITAR, FLUTE, CLARINET, OBOE, BASSOON, SAXOPHONE, TRUMPET, FRENCH HORN, TROMBONE, AND PERCUSSION. Instruction is in private lessons and the need of the individual student at any level of instruction is met. Credit in Applied Music to a total of eight semester-hours may be obtained toward the B.A. degree by a major in any department, other than Music. One credit is given for one half-hour lesson per week and one hour of practice daily. (For costs, see Department of Music Fee under College Costs in Catalog.)

109—CONTEMPORARY MUSIC. A survey of the music of today, including jazz, classical, rock, and electronic, designed for the general student. Emphasis will be placed upon the maximum involvement of each student in a single aspect of music of the last decade.

Bostian. 3

115-116—MUSIC THEORY I, II. A course in the harmonic structure of tonal music plus aural and keyboard training.

Borishansky. 4

120—INTRODUCTION TO OPERA. A brief historical survey of the evolution and history of Opera in detailed analysis of a broad selection of operatic masterpieces. Listening will be stressed: recording, broadcast, and live performances.

Stevens. 3

122—AMERICAN FOLK MUSIC. A survey of American folk music styles with emphasis on Anglo-American ballads, old-time string band music, bluegrass, and rural blues.

Stevens. 3

136—DICTION FOR SINGERS. International phonetic alphabet, English and German diction for singers; some work in vocabulary, repertoire, and style.

Stevens. 3

137—DICTION FOR SINGERS. Italian, Latin, and French diction for singers; some work in vocabulary, repertoire, and style. Prerequisite: 136.

Stevens. 3

141—WOODWIND INSTRUMENTS CLASS. Class instruction primarily for students majoring in Music Education.

Hunter. 1

142—BRASS INSTRUMENTS CLASS. Class instruction primarily for students majoring in Music Education.

Hunter. 1

151-152—STRING INSTRUMENTS CLASS. Class instruction primarily for students majoring in Music Education. (151: violin and viola, Bellino; 152: cello and bass, Chan) **Bellino, Chan. 1**

161-162—VOICE CLASS. Recommended for beginners in voice and stressing fundamentals of voice production and basic techniques of singing. **Stevens. 1**

171—PERCUSSION CLASS. Class instruction primarily for students majoring in Music Education. **Pimentel. 1**

201—HISTORY AND LITERATURE OF MUSIC I. An historical survey of the evolution of musical style in Western Europe from Classical Greece through the Baroque Period. **Bostian. 3**

202—HISTORY AND LITERATURE OF MUSIC II. An historical survey of the evolution of musical style in Western Europe from the Pre-classical Period through the Romantic Period. **Fischer. 3**

203—HISTORY AND LITERATURE OF MUSIC III. An historical survey of the evolution of musical style in Western Europe and the United States from the late romantic period to the present. **Bostian. 3**

207—MUSIC IN AMERICA. A survey of music-making in our land from the Psalm tunes of the Puritans, to the 18th century Yankee tunesmiths, the minstrel shows, the development of jazz, John Knowles Paine, George Gershwin, Aaron Copland, and John Cage. Prerequisite: 101 or permission of instructor. (Not offered in 1978-79). **Osborne. 3**

208—PIANO LITERATURE. A survey of the literature for solo pianoforte from the late Baroque period through the 20th Century. Prerequisite: Music 101 or consent of the instructor. (Not offered in 1978-79). **Fischer. 3**

215-216—MUSIC THEORY III, IV. A continuation of Music 116, including chromatic harmony and investigation into 20th Century harmony and style. Prerequisite: 115-116. **Borishansky. 4**

307-308—ORCHESTRATION AND CONDUCTING. Basic course in scorereading and conducting combined with a study of the Orchestra and Band and in arranging for these organizations. **Hunter. 3**

309—CONDUCTING. Conducting techniques and interpretation problems learned through class instruction and experiences in directing. Includes study of scores and of rehearsal procedures. Prerequisites: 307 or 308 or permission. (Not offered in 1978-79). **Bellino. 3**

311-312—STYLISTIC ANALYSIS. Analysis of rhythm, melody, harmony, form, and other stylistic features of representative works from the 18th through the 20th Centuries. **Fischer. 3**

METHODS IN MUSIC EDUCATION. (See EDUCATION 315-316).

341—COMPOSITION. Basic compositional techniques including composition in 20th Century idioms progressing to atonal chromatic writing. Project in the student's individual style. Prerequisite: 215. **Borishansky. 3**

342—COMPOSITION. Composition using serialism and exploration of improvisatory-aleatoric techniques; composing in the student's individual style. Prerequisite: 341. **Borishansky. 3**

361-362—DIRECTED STUDY. **Staff. 3**

363-364—INDEPENDENT STUDY. **Staff. 3 or 4**

441—COMPOSITION. Practice in conceptualization; study of extended and innovative uses of instruments and voice; composing in the student's respective style. Prerequisite: 342. **Borishansky. 3**

442—COMPOSITION. Composition for the multi-media; the integration of music with another art to produce a synthesized whole. Composition primarily in the student's individual style. Prerequisite: 441. **Borishansky. 3**

451-452—SENIOR RESEARCH. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. **Staff. 4**

Philosophy

Faculty

Chairperson

Joan C. Straumanis

Professor

Ronald E. Santoni (1964-)

B.A., Bishop's U.; M.A., Brown U.; Ph.D., Boston U.

Associate Professor

David A. Goldblatt (1968-) (On Leave All Year)

B.A., Brooklyn College; Ph.D., U. of Pennsylvania

Anthony J. Lisska (1969-)

A.B. Providence College; M.A., St. Stephen's College; Ph.D., Ohio State U.

Joan Straumanis (1971-)

B.A., Antioch College; Ph.D., U. of Maryland

Assistant Professor

Marilyn Fischer (1978-)

B.A. Wheaton College; M.A., Ph.D., Boston U.

Instructor

Philip A. Glotzbach (1977-)

B.A., U. of Notre Dame; M.A., M.Phil., Yale U.

Henry Schuurman (1978-)

B.A., Th.M., Calvin Theological Seminary

Visiting Lecturer

Eric Straumanis (1977-)

B.A., Tufts U.; M.A., Ph.D., U. of Maryland

Departmental Guidelines

Philosophical thought involves the activity of critical, creative, and evaluative thinking in respect to questions and assumptions central to human existence. The Department strives to engage the student in problematic areas which are often at the foundations of human "knowledge" and action. The Department hopes to move the student from the point of being unaware or naive about his or her world to the point of being sophisticated enough to recognize problem and impasse, and then to work toward constructive confrontation with them. Members of the Department cooperatively study these concerns from diverse perspectives, not only through the works of major philosophers but through their own creative activity. Similarly, the student is encouraged both to engage in this joint inquiry and to philosophize creatively on his or her own. The courses and seminars in the Department are intended to develop this type of activity.

The Philosophy Department recommends that students wishing to take Philosophy in order to meet the Philosophy/Religion requirement enroll in Philosophy 101 **during their freshman year**. Upperclassmen may elect Philosophy 201. However, students may petition the Registrar's Advisory Committee for permission to substitute any Philosophy course with the exception of Philosophy 105 for Philosophy 101.

Major in Philosophy

A major in Philosophy requires nine semester-courses to be selected by the student in consultation with his or her major adviser in the Department. Two semesters of the departmental seminar (431 or 432) must be included together with two courses in the History of

Philosophy. Through a broad choice of elective courses outside the department, a student majoring in Philosophy should acquire a well-rounded acquaintance with the basic areas of human experience and investigation. The Department requires a comprehensive learning experience during the senior year.

To avoid possible scheduling problems, a student considering a major in Philosophy should consult the department early in his or her college career.

A student preparing for graduate study in Philosophy should have a reading knowledge of French or German before graduation from Denison.

The Department maintains an active colloquium series each semester. Philosophy majors are encouraged to actively participate. Recent visiting philosophers have come to Denison from Yale, Michigan, Pittsburgh, Arizona, Rutgers, Brown, Oxford, and Boston universities.

Course Offerings

101—BASIC ISSUES IN PHILOSOPHY. An understanding of the nature and function of Philosophy and of its relations to other fundamental human interests is sought through a consideration of representative philosophical problems as treated in selected writings of leading philosophers of the past and present. *This course satisfies the basic requirement in Philosophy or Religion.* Offered both semesters. **Open to freshmen only.**

Lisska, J. Straumanis, Glotzbach, Fischer,
Santoni, Staff. 4

101E—VALUES AND CRITICAL COMMUNICATION. The content of this section of 101 will cover philosophical areas where the concept of value plays a significant role. However, the methodology of the course will concentrate on the role of the oral tradition in philosophy. During the first eight weeks of the course, reading material other than exercise information sheets will not be used. Philosophy will be practiced in groups of five or six through the use of various philosophical exercises discussing the problems faced by the "masters" of the philosophical tradition without the aid of or dependence upon their work. Not offered in 1978-79.

Goldblatt. 4

105—LOGIC. A study of reasoning in ordinary language and in contemporary symbolic languages with emphasis on the connections between the two. Attention is also given to informal fallacies, paradox, ambiguities of ordinary speech, the problems of definition, and the general characteristics of deductive arguments. Offered both semesters.

J. Straumanis. 4

201—PROBLEMS IN PHILOSOPHY. A basic consideration for upperclassmen of the nature and scope of philosophical activity. Following a discussion of the nature of philosophy, an in-depth treatment of select problems in philosophy will be undertaken, such as the mind-body problem, the nature of moral judgments, the scope of knowledge, the existence of God, and the nature of Existentialism. Prerequisite: sophomore standing. Not open to students having taken Philosophy 101. To be offered in second semester 1978-79.

Staff. 4

212—CURRENT TOPICS IN PHILOSOPHY (FRESHMAN/SOPHOMORE SEMINAR). An inquiry into philosophical issues and problems at the center of present attention. The topics examined vary from year to year in accordance with current interests and emphases. Open to freshmen and sophomores only. Prerequisite: 101 or consent. Recent topics have included the following: The Philosophy of Law, Mind, Language and Reality, Existentialism and Human Values, Cultural Relativism and Ethical Naturalism. To be offered both semesters; topic for first semester: "The Philosophy of the Social Sciences."

J. Straumanis. 4

221—ETHICS. Analysis of ethical language and the concepts right, good, and ought. Methods of justifying ethical decisions and types of ethical value systems. Emphasis on the practical applications of ethical theories in terms of personal and social morality. Prerequisite: sophomore standing or consent. To be offered in second semester, 1978-79.

Staff. 4

226—SOCIAL AND POLITICAL PHILOSOPHY. Critical inquiry into the nature of freedom, justice, equality, and human rights; individual autonomy versus needs of the community; differing conceptions of the role of government and the limitations upon its legitimate authority, specifically, in a society divided into classes of power. Prerequisite: sophomore standing or consent. To be offered in first semester, 1978-79.

Fischer. 4

298—EXISTENTIALISM. A study and discussion of basic concepts of existentialism as developed in the "classic" 19th and 20th Century existentialist literature. Topics such as alienation and authenticity, freedom and responsibility, morality and legalism, rationality and the absurd, will be ana-

lyzed. Selected literature from Tolstoy, Nietzsche, Kierkegaard, Kafka, Sartre, Camus, and Tillich will form the basis for inquiry and discussion. To be offered in the first semester, 1978-79. **Santoni. 4**

305—METAPHYSICS: PERSPECTIVES ON REALITY. An analysis of the problems unique to metaphysics both from an historical and a contemporary perspective. An in-depth inquiry into issues like the legitimacy of metaphysics, the problem of universals, the issue of substance, freedom versus determinism, the synthetic *a priori*, the realism-idealism issue, the internal-external relation distinction, and the problem of individuation. Prerequisites: junior standing or consent and Philosophy 101. Not offered in 1978-79; to be offered in alternate years. **Staff. 4**

306—THEORIES OF KNOWLEDGE. A seminar dealing with important contemporary problems in theory of knowledge with emphasis upon individual student contributions in the formulation and solutions and dissolutions of those problems. Prerequisites: junior standing or consent. Philosophy 101 preferred but not required. To be offered in second semester, 1978-79. **Santoni. 4**

312—ADVANCED SYMBOLIC LOGIC. A topic-centered continuation of study in the symbolic languages introduced in Philosophy 105. According to student interest, topics might include modal logic, deontic logic, alternative systems of notation and proof, or foundations of mathematical logic. Not offered in 1978-79. **J. Straumanis. 4**

327—PHILOSOPHY OF CIVILIZATION. A seminar dealing with the sources of Western civilization and recent philosophies of civilization. Emphasis is placed on both critical and speculative philosophy of history. Prerequisites: sophomore standing and consent of instructor. Not offered in 1978-79. **Lisska. 4**

331—GREEK AND MEDIEVAL PHILOSOPHY. A systematic analysis of the structural development of Western Philosophy from the origins of Greek Philosophy with Thales (Sixth Century, B.C.) to the breakdown of the medieval syntheses with Nicholas of Cusa (Fifteenth Century). Emphasis is placed on the philosophical problems confronted and analyzed by Plato, Aristotle, Plotinus, Augustine, Thomas Aquinas, and Duns Scotus. Prerequisite: junior standing or consent. Not offered in 1978-79; to be offered in alternate years. **Lisska. 4**

332—MODERN PHILOSOPHY: DESCARTES THROUGH HEGEL. A study of Philosophical classics from the Age of Reason and Enlightenment (Sixteenth through early Nineteenth Centuries) which have shaped the contemporary mind. Prerequisite: junior standing or consent. Not offered in 1978-79; to be offered in alternate years. **Glottzbach. 4**

334—CONTEMPORARY PHILOSOPHY: 1900 TO PRESENT. A structural analysis of the principal problems confronted during the development of Anglo-American philosophy in the 20th Century. Analysis of Early Realism, Logical Atomism, Logical Positivism, and Ordinary Language Philosophy, as set forth by philosophers like G. E. Moore, Bertrand Russell, Ludwig Wittgenstein, Gilbert Ryle, and Peter Strawson. In addition, a consideration of the origin and development of Existentialism and Phenomenology as illustrated by Jean-Paul Sartre, Albert Camus, Franz Brentano, and Edmund Husserl. Prerequisite: junior standing or consent. To be offered in first semester, 1978-79, and in alternate years. **Glottzbach. 4**

343—CHINESE PHILOSOPHY. Philosophies of China from ancient to modern times. Study of representative philosophical literature in translation and analysis of briefer selections in Chinese. **The course assumes no prior acquaintance with the Chinese language.** Prerequisite: junior standing or consent. Not offered in 1978-79. **4**

344—CLASSICAL CHINESE LANGUAGE AND THOUGHT. A philosophical and linguistic introduction to Chinese classical written language as a medium for the analysis of experience and for the expression of basic attitudes toward man, life, and nature. Readings in Chinese in the philosophical classics and poetry. **The course assumes no prior acquaintance with the Chinese language or philosophy** and may be elected independently of 343. Prerequisite: consent of instructor. Not offered in 1978-79. **Staff. 4**

361-362—DIRECTED STUDY.

Staff. 3 or 4

363—INDEPENDENT STUDY.

Staff. 4

401—PHILOSOPHY OF RELIGION. An examination of the basic traditional argumentation in respect to God's existence and an inquiry into the contemporary problems of religious knowledge and religious language. Prerequisite: 101 or consent. To be offered in second semester 1978-79.

Santoni. 4

403—HISTORY AND PHILOSOPHY OF SCIENCE. An examination of the philosophical issues involved in empirical inquiry, using examples from both the natural and social sciences. Scientific objectivity and progress are major topics, investigated in conjunction with studies in the history of science. Students are encouraged to pursue projects in their own disciplines. To be offered in second semester, 1978-79. **J. Straumanis. 4**

405—PHILOSOPHY OF THE ARTS. A seminar dealing with the nature of the various arts, of the creative process, and of aesthetic experience; the types of critical terminology; the nature and locus of aesthetic value; the ontology of art objects. Readings from representative aesthetic theorists in conjunction with examples from the various arts. Prerequisites: junior standing or consent. Not offered in 1978-79. **Goldblatt. 4**

420—PHILOSOPHY OF EDUCATION. An inquiry into the nature, aims, and presuppositions of education. A confrontation with practical problems of education and an attempt to relate them to underlying philosophical issues. A critical evaluation of the educational philosophies of idealism, realism, experimentalism, and existentialism. Prerequisite: junior standing or consent. Same as Education 420. To be offered both semesters, 1978-79. **E. Straumanis, Fischer. 4**

431-432—SEMINAR IN PHILOSOPHY (JUNIOR/SENIOR SEMINAR). Specialized study in some restricted field of philosophic thought is undertaken, the specific subject varying from semester to semester, depending upon the needs of the students and the interests of the group. The course may be repeated with credit. Prerequisites: Second-semester junior standing and Philosophy major or consent. Topic for first semester: "Selected Topics in Greek Philosophy." Recent topics have included the following: The Philosophy of David Hume, The Philosophy of Sartre, Plato and Aristotle, Wittgenstein and Social Concepts and Free Will and Determinism. Topic for second semester: to be selected. **Staff. 4**

451-452—SENIOR RESEARCH.

Staff. 4

461-462—INDIVIDUAL WORK FOR HONORS.

Staff. 4

Physical Education

Faculty

Chairperson

Mattie E. Ross

Professor

Mattie E. Ross (1952-)

B.S., Ed., Central Missouri State College; Ed.M., U. of Missouri; Ph.D., Ohio State U.

Roy Seils (1963-)

B.A., Denison U.; Ed.M., Ed.D., Boston U.

Associate Professor

Elizabeth C. Van Horn (1953-)

B.S.Ed., Miami U.; M.S., Wellesley College; Ph.D., Ohio State U.

Assistant Professor

Carl Angelo (1975-)

B.S.Ed., Bowling Green State U.; M.S.Ed., Westminster U.

Theodore H. Barclay (1962-)

B.S.Ed., Ohio State U.; Ed.M., Kent State U.

Dale S. Googins (1962-)

B.S., M.Ed., Bowling Green State U.

Kenneth W. Piper (1951-)
A.B., Baldwin-Wallace College; M.A., Case Western Reserve U.
Joanne Rosenberger (1976-)
B.S., Ohio State U.; M.A., Case Western Reserve U.
Richard S. Scott (1958-)
B.S., Pennsylvania Military College; Ed.M., U. of Pittsburgh
Robert L. Shannon (1954-)
B.A., Denison U.; M.A., Ohio State U.
Ferris Thomsen, Jr. (1965-)
B.S., U. of Pennsylvania

Instructor

Lynn Schweizer (1973-)
B.S., Ohio U.

Departmental Guidelines

Major in Health and Physical Education

State Certification in Physical Education involves the following course plan.

329—METHODS AND MATERIALS OF PHYSICAL EDUCATION. This course is designed to investigate the objectives, materials, resources, and special methodologies applicable to teaching Physical Education in secondary schools. **Ross, Staff. 2**

339—KINESIOLOGY AND PHYSIOLOGY OF EXERCISE. A study of the structural and functional aspects of human movement, including laboratory work in movement analysis and physiological stress. **Ross. 3**

340—ATHLETIC TRAINING AND FIRST AID. This course is designed to train students in the prevention and care of athletic injuries and to qualify for the National First Aid Instructors certificate. **Googins. 4**

429—HISTORY, PHILOSOPHY AND PRINCIPLES OF PHYSICAL EDUCATION. This course is designed (1) to present the foundation of Physical Education and Athletics through a study of the history of each, (2) to study the relationships and the cultural, educational, economic, and philosophical factors influencing the growth and development of Physical Education and Athletics, and (3) to study the source and data of principles of Physical Education and Athletics. **Van Horn. 3**

430—ORGANIZATION AND ADMINISTRATION OF PHYSICAL EDUCATION. This course is designed to study the organization and administration of the school programs devised for each area and to consider future directions which are probable, desirable, and achievable in Physical Education and Athletics. **Seils, Staff. 3**

318—BASEBALL AND TRACK (men and women). Includes instruction, supervised practice and teaching techniques in the fundamentals and advanced skills, conditioning activities, purchase and care of equipment, public relations, organization, pre-season and in-season planning and practice, scouting, ethics, and conduct. Prerequisite to 329. **Angelo, Shannon. 2**

319—THEORY AND PRACTICE OF BASKETBALL COACHING (men and women). Includes instruction and supervised practice and techniques of teaching in the fundamental and advanced skills, offensive and defensive tactics, conditioning activities, purchase and care of equipment, public relations, organization, pre-season and in-season planning and practice, scouting, ethics, and conduct. Prerequisite: 329. **Scott. 2**

320—THEORY AND PRACTICE OF FOOTBALL COACHING. Includes instruction and supervised practice and techniques of teaching in the fundamental and advanced skills, offensive and defensive tactics, conditioning activities, purchase and care of equipment, public relations, organization, pre-season and in-season planning and practice, scouting, ethics, and conduct. Prerequisite: 329. **Piper, Angelo. 2**

321—POWER VOLLEYBALL, AND SOCCER. Includes instruction and supervised practice in techniques of teaching in the fundamentals and advanced skills, offensive and defensive tactics, conditioning activities, purchase and care of equipment, public relations, organization, pre-season and in-season planning and practice, scouting, ethics, and conduct. Prerequisite to 329.

Dellinger, Barclay. 2

322—FIELD HOCKEY. Special section for majors only.

Rosenberger. 2

370—AQUATIC EDUCATION (men and women). Coverage of all areas for the aquatics specialist as recommended by the Aquatic Council of the American Association of Health, Physical Education, and Recreation—instructional program, competitive swimming (men and women), swimming for the handicapped, skin and scuba diving, small craft diving, synchronized swimming, water polo, and survival swimming.

Schweizer, Barclay. 2

371—ARCHERY & TUMBLING (men and women). Includes the methods and techniques of teaching these sports with emphasis on fundamentals and advanced skills, conditioning activities, purchase and care of equipment, and organization of tournaments.

Schweizer, Thomsen. 2

372—BADMINTON AND TENNIS. Includes the methods and techniques of teaching badminton and tennis with emphasis on fundamentals and advanced skills, conditioning activities, purchase and care of equipment, and organization of tournaments.

Rosenberger. 2

373—GYMNASTICS AND TUMBLING. Includes the methods and techniques of teaching beginning and intermediate skills, conditioning activities, purchase and care of equipment, and safety procedures.

Schweizer. 2

374—BOWLING & GOLF (men and women). Includes the methods and techniques of teaching these sports with emphasis on fundamentals and advanced skills, conditioning activities, purchase and care of equipment, and organization of tournaments.

Ross, Rosenberger. 2

Additional Courses for Health Certification

325—HEALTH METHODS AND MATERIALS. This course is designed to investigate the objective, materials, resources, and special methodologies applicable to teaching Health Education and Personal Hygiene in Secondary Schools.

Dellinger. 3

326—SCHOOL HEALTH SERVICES. Course covers all materials, techniques and administrative organization of modern time. School Health Services, diagnostic and remedial programs for school environment policies of Health Services including local, state and national programs.

Dellinger. 3

341—SPORTS MEDICINE THEORY. An advanced course in the management, treatment and care of athletic injuries. Laboratory experience includes serving as a member of the Denison University Sports Medicine Team.

Googins. 3

Electives for Majors

124—CAMPING AND OUTDOOR RECREATION. The summer camp as an educational and recreational agency. Designed to prepare students for counselorship.

Thomsen. 2

235-236—SPORTS OFFICIATING. Methods and techniques of officiating both interscholastic and intramural athletic contests. Football and basketball units are designed to prepare students for the State of Ohio officials' examination. Two hours each of theory and of laboratory are given. Prerequisite: Sophomore standing.

Scott. 2

439—SCHOOL AND COMMUNITY RECREATION. A study of the cultural, educational, economic, and philosophical factors influencing the growth and development of leisure and recreational pursuits in American life.

Ross. 3

440—PERSONAL AND COMMUNITY HEALTH. A study and survey of the biological, psychological, and sociological data underlying sound modern health practices.

Dellinger. 3

451-452—SENIOR RESEARCH.

Staff. 4

461-462—INDIVIDUAL WORK FOR HONORS.

Staff. 4

There is no physical education activities requirement at Denison. Registration for course credit is entirely voluntary. Courses are granted one half credit when completed within a seasonal quarter (e.g. Fall, Winter I, Winter II, Spring) and one credit when pursued for the full semester. All Varsity Sports for men and women are given one credit for the sport season. A ceiling of six credit hours in Physical Education may be applied toward the 127 credit requirement for graduation. There is a three point grading structure for all courses. **No entry** for students who fail to achieve the stated standards. **Credit** for all who meet the course requirements. A **letter grade of "A"** for recognition of outstanding performance and excellence, which grade is included in the student's grade point ratio. Registration is quarterly except for full semester courses.

Physical Education Activity Program

101-A SWIMMING STROKES (Co-Educational)

1. Offered Fall and Spring
2. **½ hour credit**
3. Skills in Nine Basic Strokes
4. Turns
5. Basic Diving
6. Red Cross Certification
7. 30-minute swim

102-A AMERICAN RED CROSS—SR. LIFESAVING (Co-Educational)

1. Offered 1st Semester only
2. **1 hour credit**
3. Certification with A.R.C.
Qualifies for Water Safety Employment with pools, beaches, and summer camps.
4. Prerequisites: Above average swimming skills. Ability to pass the preliminary swimming test.
 1. 440 Yard Swim using 4 styles
 2. Tread water—surface dive
 3. Recover 10lb. object—deep water
 4. Underwater swim 15 yards

103-A BASIC SKIN AND SCUBA DIVING (Co-Educational)

1. First and Second Semesters
2. **2 hours credit**
3. All equipment furnished
4. Prerequisites: Good physical condition, free of chronic sinus or ear conditions. Above average swimming skills.
5. Successful completion will lead to certification as Sport Diver familiar with the principles of Diving Safety, Diving Physics and Physiology. Instruction in the operation and use of self-contained, compressed air, underwater breathing apparatus.

104-A AMERICAN RED CROSS—WATER SAFETY INSTRUCTOR (Co-Educational)

1. Offered 2nd Semester only
2. **2 hours credit**
3. Successful completion leads to National Certification as W.S.I.
4. Prerequisite: Red Cross Senior Lifesaving or Equivalent
5. PART I: Comprehensive Review of Lifesaving, Swimming, Diving and Survival Skills
6. PART II: Methods of Teaching Aquatics and Practice Teaching with Faculty Children (Poolside First-Aid and Resuscitation)

101-D DIVING (Co-Educational)

1. Offered 2nd Semester
2. **½ hour credit**
3. Fundamental Skills on 1 and 3 Meter Boards
4. Opportunity and Training for Competition

101-C ARCHERY—TARGET AND FIELD (Co-Educational)

1. Offered Fall, Spring
2. **½ hour credit**
3. Fundamental-Advanced Skills
4. Novelty Shoots and Competitive Tournaments

101-B BADMINTON (Co-Educational)

1. Offered Winter I, Winter II
2. $\frac{1}{2}$ hour credit
3. Safety and Etiquette
4. Rules and Scoring
5. Fundamental Skills and Drills
6. Strategy and Competition

101-W BODY SHAPING AND WEIGHT CONTROL

1. Offered Winter I, Winter II
2. $\frac{1}{2}$ hour credit
3. Fundamentals of Diet and Exercise to Control Weight
4. Programs designed for Individual Needs

102 AND 3-B BOWLING (Co-Educational)

1. Offered Fall, Winter I; Winter II
2. $\frac{1}{2}$ hour credit
3. Fundamental Skills and Etiquette
4. Equipment Selection and Care
5. Required 115 avg. for beginners—135 avg. for intermediate

104-F FENCING (Co-Educational)

1. Offered Winter I, Winter II
2. $\frac{1}{2}$ hour credit
3. Basic Skill Technique of Foil Fencing and Bout Experience
4. History, Safety Fundamentals
5. Equipment Selection and Care
6. Etiquette and Terminology

101-F FOLK AND SQUARE DANCING (Co-Educational)

1. Offered Winter I, Winter II
2. $\frac{1}{2}$ hour credit
3. Folk and Square Dance Technique
4. Dancing and Calling

101-G BEGINNING GOLF (Co-Educational)

1. Offered Fall and Spring
2. $\frac{1}{2}$ hour credit
3. Fundamental Skills and Grip, Stance and Swing
4. Technique practice with woods, long, mid and approach irons, putting
5. Rules, etiquette and terminology
6. No Fee

102-G INTERMEDIATE GOLF (Co-Educational)

1. Offered Fall and Spring
2. $\frac{1}{2}$ hour credit
3. Reviewing Skills
4. Practice Each Club
5. Match and Medal Play
6. Play at Granville Golf Course
7. Fee: Green Fees

105-G GYMNASTICS AND TUMBLING

1. Offered Winter I and Winter II
2. $\frac{1}{2}$ hour credit
3. Beginning and Intermediate Skills
4. Trampoline and all Apparatus Work
5. Floor Exercises and Basic Tumbling

106-H HANDBALL (Co-Educational)

1. Offered Fall, Winter I, Winter II, Spring
2. $\frac{1}{2}$ hour credit
3. Handball Gloves Required
4. Strategy
5. Drills for Skill Improvement
6. Round Robin Competition

108-R RACKETBALL (Co-Educational)

1. Offered Fall, Winter I, Winter II, Spring
2. $\frac{1}{2}$ hour credit
3. Safety and Etiquette
4. Rules and Scoring
5. Fundamental Skills
6. Drills
7. Strategy and Competition

101-J JOGGING—KPRFYL (Co-Educational)

1. Offered 2nd Semester
2. 1 hour credit
3. Cardio-Vascular Instruction and Development
4. Program Running
5. Class Time is Flexible

101-S SPORTS SURVEY (Co-Educational)

1. Offered 1st Semester Thursday, 10:30-12:30
2. 1 hour credit
3. Field Instruction
1st Semester—Soccer, Football, Lacrosse
4. Complete varsity uniforms will be worn by all members of the class
5. Varsity defense, offense and game plans
6. Soccer or football shoes are required

101-T BEGINNING TENNIS (Co-Educational)

1. Offered Fall and Spring
2. $\frac{1}{2}$ hour credit
3. Fundamental Skills
4. Singles and Doubles Play
5. Rules, scoring, etiquette, strategy and terminology

102-T INTERMEDIATE TENNIS (Co-Educational)

1. Offered Fall and Spring
2. $\frac{1}{2}$ hour credit
3. Review of Skills
4. Single Strategy
5. Double Strategy
6. Tournaments

109-T TRAMPOLINE (Co-Educational)

1. Offered Winter I, Winter II
2. $\frac{1}{2}$ hour credit
3. Fundamental Skills
4. Progression through competitive routine
5. Up to advanced skills

101-M WEIGHT TRAINING (men)

1. Offered 1st and 2nd Semester
2. 1 hour credit
3. Fundamentals of Weight Training
4. Program Designed to Individual Needs
5. Introduction to Various Types of Lifting Programs

101-E SELF DEFENSE (women)

1. Offered Winter I and II
2. $\frac{1}{2}$ hour credit
3. Personal and property defense techniques with body exercises

101-L BEGINNING LACROSSE (Co-Educational)

1. Offered Fall only
2. $\frac{1}{2}$ hour credit
3. Beginning fundamental skills in men's and women's Lacrosse

101-K BEGINNING SOCCER (Co-Educational)

1. Offered Spring only
2. $\frac{1}{2}$ hour credit

3. Beginning fundamental skills in men's and women's Soccer

101-R ROCK CLIMBING (Co-Educational)

1. Offered Spring only
2. **½ hour credit**
3. Beginning fundamental skills in climbing. Fee \$10.00

101-V BEGINNING POWER VOLLEYBALL (Co-Educational)

1. Offered Winter I
2. **½ hour credit**
3. Beginning fundamental skills in Power Volleyball

116 SLOW PITCH SOFTBALL (Co-Educational)

1. Offered Spring only
2. **½ hour credit**
3. Beginning and intermediate skills in slow pitch softball

101-P BACK PACKING & HIKING (Co-Educational)

1. Offered Fall and Spring
2. **1 hour credit**
3. Equipment and Gear
4. Map Reading
5. Food Preparation
6. Safety Skills and Techniques
7. Weekend Hike
8. Fee will depend upon activities of course

103-C CANOEING & KAYAKING (Co-Educational)

1. Offered Fall and Spring
2. **½ hour credit**
3. Rules of safety and conduct
4. Care of Canoe
5. Stroke technique in lakes and rivers
6. Launching, landing, and disembarking
7. 5-10 mile trip of river

101-O OUTING AND CAMPCRAFT (Co-Educational)

For Camp Counselors

1. Offered 1st and 2nd Semester
2. **1 hour credit**
3. Dealing with children
4. Tent Camping
5. Outdoor cooking and fire building
6. Lashing and knot tying
7. Crafts activities
8. Overnight
9. Fee: \$5.00 to \$10.00—will depend on activities of course (transportation, lodging and meals)

Physics

Faculty

Chairperson

Michael Mickelson

Professor

F. Trevor Gamble (1963-)

A.B., Colgate U.; M.A., U. of Connecticut

Roderick M. Grant (1965-) (On Leave Second Semester)

B.S., Denison U.; M.S., Ph.D., U. of Wisconsin

Jeffrey S. Jalbert (1967-)

B.S., Fairfield U.; Ph.D., Virginia Polytechnic Institute

Lee E. Larson (1966-)

B.S., Bates College; M.A., Dartmouth College; Ph.D., U. of New Hampshire

Ronald R. Winters (1966-) (On Leave All Year)

A.B., King College; Ph.D., Virginia Polytechnic Institute

Associate Professor

Michael E. Mickelson (1969-)

B.S., Ph.D., Ohio State U.

Assistant Professor

Barney E. Taylor (1978-)

B.S., E. Tennessee State U.

Beverly Taylor (1978-)

B.S., E. Tennessee State U.

Senior Fellow

David Almdale

David Lister

Departmental Guidelines

The study of Physics is a challenging and intellectually rewarding activity elected by those who seek to sharpen and broaden their appreciation and understanding of the physical world and of their relationship to it. To this end courses offered by the Department of Physics are designed to bring the student to an increasingly independent level of investigation in experimental and theoretical Physics, and to a level of sophistication commensurate with his or her motivation, goals, and abilities.

A major in Physics, in addition to preparing students for professional work including secondary school teaching, has proven desirable for those preparing for careers in engineering, medicine, business, computer science, law, and industrial management. Sufficient flexibility exists in the major program to suit the needs and goals of the individual.

Major in Physics

The entering student desiring to major in Physics, Physics with a concentration in Astronomy, or related fields should consult early with a member of the department. In general, the minimum requirements for the major in Physics beyond the introductory course (121-122) are completion of 123, 211, 305, 306, 312p, and 320. Physics majors normally become proficient in computer programming and data processing. Majors are required to complete at least four courses at the introductory calculus level and above (exclusive of computer science courses) in the Department of Mathematical Sciences.

Students preparing for graduate work in Physics, Astronomy, Astrophysics, Space Physics, or related fields are advised to take additional courses in physics, including 405 and 406, and a total of at least six courses in the Department of Mathematical Sciences. Two or more courses taken in other science departments are desirable, as is a reading knowledge of at least one Modern Language (French, German, or Russian).

Major in Physics (Geophysics Concentration)

The minimum requirements for this program are Physics 121-122, 123, 211, 305, 306, 312g, 320, four courses in Mathematical Sciences at the introductory calculus level and above, and Geology 111, 113, 211, 212, and 311. In addition, an independent comprehensive project is required during the senior year. Students with an interest in geophysics should consult the chairperson as early as possible.

Major in Physics (Environmental Studies Concentration) **See Environmental Studies**

Certain courses in this department require the use of safety glasses. These courses are designated with the words "Safety Glasses Required" at the end of their descriptions. A full statement on the use of safety glasses appears earlier in the Catalog.

Course Offerings

100—CURRENT TOPICS IN PHYSICS. Designed principally for students not contemplating a major in the sciences, but who nevertheless wish exposure to areas of current investigation in Physics. Topics will be chosen at the beginning of the semester for thorough investigation within the framework of contemporary Physics. The laboratory, an intimate part of this course, will be used to introduce the student to many discovery-experiments and to techniques of research. Open to seniors by consent only. Mathematical preparation is assumed to include high school algebra and geometry. (This satisfies one course of the science requirement.) **Staff. 4**

110—MEDICAL PHYSICS. Applications of physics to medicine; the workings of the human body as a physical system, mechanics of skeletal structure, energy use by the body, use of radiation, etc. Next offered in Spring, 1979-80, and in alternate years. Prerequisite: 121 or 122 concurrent. **Staff. 2**

121-122—GENERAL PHYSICS. This course is designed to provide a thorough quantitative coverage of the foundations and concepts of Physics and its approach toward an understanding of natural phenomena. The course includes a significant introduction to the Physics of the 20th Century. Four lectures and one two-hour laboratory each week. Mathematical Sciences 123-124 must be taken concurrently unless the chairperson gives consent to enroll without it. **Staff. 4**

123—INTRODUCTORY MODERN PHYSICS. A survey of topics from present day physics, such as special theory of relativity, basic quantum theory, atomic structure and spectra, X-rays, and the nucleus. Fall semester. Prerequisite: 122. **Staff. 4**

211—SOLID STATE ELECTRONICS. A course in circuit design which emphasizes the use of linear and digital integrated circuits, transistors, and other solid state devices. Fall semester. Prerequisite: 122 or Chemistry 201 or consent. **Staff. 3**

220—GEOMETRICAL AND PHYSICAL OPTICS. A study of the laws of reflection and refraction, and their applications to lenses and mirrors; and a study of diffraction, interference, polarization, and related phenomena. This course normally will be offered in alternate years. The course includes a laboratory. Prerequisite: 122. **Staff. 4**

230—THERMODYNAMICS. Selected topics from thermodynamics, kinetic theory, and statistical methods. This course normally will be offered in alternate years. The course may include a laboratory. Prerequisite: 122. **Staff. 3-4**

305—CLASSICAL MECHANICS. A course in classical mathematical Physics designed to provide the student with a basic understanding of the methods and procedures of physical analysis. Spring semester. Prerequisite: 122. **Staff. 4**

306—ELECTRICITY AND MAGNETISM. A course in the theory of electromagnetic interactions, including the sources and descriptions of electric and magnetic fields. Maxwell's equations and electromagnetic radiation. Fall semester. Prerequisite: 122. **Staff. 4**

312p—EXPERIMENTAL PHYSICS. A course in the theory and practice of physical research with emphasis on the understanding and use of present-day research instrumentation. Spring semester. Prerequisite: 122. May be repeated once for credit. **Staff. 3**

312g—GEOPHYSICS LABORATORY. A course offered jointly by the departments of physics and geology in the theory and practice of geophysical research with emphasis on the understanding and use of present-day research instrumentation. Spring semester. Prerequisites: 122; Geology 111/consent. **Staff. 3**

320—MODERN PHYSICS. An intensive quantitative discussion of topics from atomic, molecular, nuclear, and solid state physics. Fall semester. Prerequisite: 305. **Staff. 4**

330—INTRODUCTORY QUANTUM MECHANICS. A first course including solutions of the Schrodinger Equation for some elementary systems, followed by an introduction to the more abstract methods of Quantum Mechanics. Prerequisites: 305/consent. **Staff. 3**

340—ADVANCED TOPICS. Independent work on selected topics at the advanced level under the guidance of individual staff members. May be taken for a maximum of four semester hours of credit. Prerequisites: junior standing and consent of chairperson. **Staff. 1-2**

345—SPECIAL TOPICS IN PHYSICS. Topics will be chosen according to the interests of the staff member offering the course from such areas as energy, the solid state, nuclear physics, astrophysics, geophysics, and medical physics. The course normally will be offered in alternate years or on demand. Prerequisite: 122/consent. **Staff. 4**

361-362—DIRECTED STUDY. Prerequisite: Consent of chairperson. **Staff. 3**

400—SEMINAR. Required of all majors. Must be taken for a total of two credits during the junior and/or senior years. **Staff. 1**

405—ADVANCED DYNAMICS. A course extending the work of 305 to include the more general formulations of classical dynamics and to relate these to modern theoretical Physics. Prerequisite: 305 or consent. **Staff. 3**

406—ELECTROMAGNETIC THEORY. A course extending the work of 306 to include more general boundary value problems, additional implications of Maxwell's equations, and the wave aspects of electromagnetic radiation, including topics in modern physical optics. Prerequisite: 306 or consent. **Staff. 2**

451-452—SENIOR RESEARCH. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. **Staff. 4**

TEACHING OF SCIENCE (See EDUCATION 311)

Political Science

Faculty

Chairperson

Emmett H. Buell

Professor

Louis F. Brakeman (1962-)
A.B., Kalamazoo College; M.A., Ph.D., Tufts U.

Associate Professor

William J. Bishop (1967-)
B.A., M.A., Ph.D., Northwestern U.

Emmett H. Buell, Jr. (1969-)
B.A., M.A., Louisiana State U.; Ph.D., Vanderbilt U.

Assistant Professor

Richard A. Brisbin, Jr. (1975-)
B.A., West Virginia Wesleyan College; M.A., Ph.D., Johns Hopkins U.

Charles P. Henry (1976-)
A.B., Denison U.; M.A., Ph.D., U. of Chicago

David Sorenson (1975-)
B.A., M.A., California State U. at Long Beach; Ph.D., Graduate School of International Studies, U. of Denver

Jules Steinberg (1972-)
A.B., U. of California, Berkeley; M.A., Ph.D., U. of Wisconsin

Instructor

Jane Claire Ax (1978-)
B.A., Indiana U.; M.A., Ohio State U.

Senior Fellow

Robert Bell
Glenn Bossow
Hartwell Morse
Sarah Wagoner

Departmental Guidelines

Major in Political Science

A student majoring in Political Science must take a minimum of nine courses in the department. Included in this minimum must be either Introduction to the Methods of Political Science (212) or Comparative Politics (221). A student completes a Political Science major by taking eight additional courses in the department. This *cannot* include Directed Study or Independent Study. Senior Research or Honors cannot be counted as more than one course. To be graduated with honors in political science, a senior major must either write and defend a senior honors thesis in a departmental oral examination, or, if his or her college grade-point average is 3.60, present and defend a research paper before a select faculty panel. The departmental recommendation is necessary to graduation with honors in Political Science.

The department highly recommends Mathematical Sciences 101, Introduction to Computer Science, and Mathematical Sciences 102, Statistics-Data Analysis. Students with an interest in International Politics or Comparative Politics should have a reading knowledge of a foreign language by the senior year.

Major in Political Science (International Relations Concentration)

The International Relations Concentration exists within the Political Science major. Students electing the Concentration must therefore fulfill the requirements of the major as described above. After completing successfully 212 or 221 requirement in Political Science students may take the majority of their remaining eight Political Science courses in the areas of International Relations and Foreign Policy.

The total number of courses required for the International Relations Concentration is 15. In addition to Political Science courses which may be applied toward meeting the Concentration requirement, some combination of courses should be taken in History, Economics, and Modern Languages. These courses should emphasize international concerns. Strongly recommended are Economics 316, 200, 301, or 302, History 307, 351, 353, and history courses concentrating on Asia, Africa, and Latin America. Interdepartmental courses with distinct international orientations are also acceptable.

A particular interest not covered in existing course offerings may be pursued in depth

through a directed study. One such project may be applied to the Concentration but will not count toward the Political Science major. Participation in a semester or year abroad program is especially recommended for student electing the International Relations Concentration. This concentration is particularly designed for students interested in careers in public services, business, journalism, or other internationally focused occupations.

Course Offerings

Introductory Courses

202—AMERICAN POLITICAL BEHAVIOR AND INSTITUTIONS. Introduction to the study of American politics. Course is divided into several segments in which selected questions of American politics will be examined in depth, with special emphasis on how the political scientist approaches the study of American political behavior. (Open to freshmen and sophomores only.)

Staff. 3

212—INTRODUCTION TO THE METHODS OF POLITICAL SCIENCE. This course introduces beginning students to the basic questions and standard methods of empirical political science; it also provides a basis for subsequent coursework in the social sciences. A major part of the course involves students in the design, execution, and analysis of data from a research project on a current issue in American politics. The course emphasizes application of what is learned in class to actual research.

Buell. 4

221—COMPARATIVE POLITICS. An introduction to the comparative study of politics. The course will emphasize the development and use of key concepts in political analysis. Specific attention will be devoted to politics in the United Kingdom, France, the Federal Republic of Germany, and Italy. In addition other Western European political systems will be discussed.

Bishop. 4

242—INTRODUCTION TO INTERNATIONAL POLITICS. This course introduces basic concepts and methods of analysis of the international political environment and international interaction. Among the topics covered are national objectives, instruments of power, the causes of war, the actors in international politics, and the international political system. The course is recommended for advanced study in the areas of international relations and foreign policy.

Sorenson. 4

252—INTRODUCTION TO NORMATIVE POLITICAL THEORY. This course is designed to introduce students to normative political theory, by teaching students how to do normative political theory, rather than by studying the ideas of different political theorists. Emphasis will be placed on an understanding of important moral and political concepts, and on the problems involved in providing a moral justification of political conduct in terms of diverse sets of value perspectives. The objective of the course is to introduce students to normative political argument and as such, to create an understanding of precisely what is involved in reasoning and arguing about politics from a normative philosophical foundation.

Steinberg. 4

262—INTRODUCTION TO LEGAL AND JUDICIAL STUDIES. An introduction to the political aspects of law, legal procedures, and law enforcement. Emphasis will be placed on illustrating how political demands influence the character of law. Topics covered include the formal organization of courts, the use of discretionary power by legal officials, the character of criminal, civil, and appellate judicial processes, and more briefly, comparative law and theories of jurisprudence.

Brisbin. 4

Upper-Division Courses

301—PUBLIC POLICY ANALYSIS. This course is designed to offer a comprehensive overview of the theoretical explanations and research tools employed in public policy analysis. The scope of the course will emphasize the relationship between theoretical explanations of policy-making and the methodological approaches that have been designed to provide empirical tests for such theories. The theoretical approaches covered will include organizational behavior, incrementalism, programmatic budgeting, input-output analysis, and evaluational approaches. The methodological topics include regression analysis, research design fundamentals, and quasi-experimental approaches. Prerequisite: 212.

Sorenson. 4

304A—THE DEVELOPMENT OF POLITICAL THOUGHT (ANCIENT AND MEDIEVAL). Basic political ideas from Plato to Machiavelli will be considered. The course will emphasize both the understanding of particular thinkers and the relationship of ideas to contemporary problems and issues.

Steinberg. 4

304B—THE DEVELOPMENT OF MODERN POLITICAL THOUGHT—FROM MACHIAVELLI TO MILL. An examination of the development of normative political thought and speculation, beginning with Machiavelli and ending with Mill. Emphasis will be placed on the critical importance of the thought of Hobbes, Locke, and Rousseau. **Steinberg. 4**

304C—CONTEMPORARY POLITICAL THOUGHT—MARX TO THE PRESENT. The basic purpose of this course is to examine the impact of Marx and Freud on the development of contemporary political thought. While not a prerequisite, the student is strongly encouraged to have had 304b before taking this course. **Steinberg. 4**

306—ISSUES IN AMERICAN POLITICAL THOUGHT. A critical analysis of the main currents of American political theory from the time of the American revolution to the present. Among the concepts to be examined and evaluated are federalism, states' rights, American utopian thought, representative democracy, and the theory of justice. An attempt will be made to link these concepts to current political developments. **Henry. 4**

308—POLITICS OF DEVELOPING NATIONS. An interdisciplinary investigation of change and development. Emphasized will be the cultural, political, and economic barriers to modernization. In addition to historical examples, contemporary cases of development will be considered. The course will be particularly concerned with the dynamics of the transition from traditional to modern worlds. (Offered in alternate years). **Bishop. 4**

314—CASE STUDIES IN PUBLIC POLICY. A study of the American national political process through an examination of the making of public policy: how issues are placed on the agenda of government, how they are processed, and how they are applied. Special emphasis will be placed upon alternative methods of decision-making and congressional-executive relations. Although there are no prerequisites for this course, previous course work in Political Science would be helpful. **Staff. 4**

319—CONGRESS AND THE LEGISLATIVE PROCESS. This course will provide students with an understanding of the formal and informal processes that affect Congressional policy-making, from the perspective of Congress as a continually changing and adapting political system. Included will be discussion of the institution's development and the relationships between Congress and the Executive and Congress and the Court. Considerable attention will be focused on such aspects of the legislative process as the committee system; party leadership; norms, rules and procedures; legislative voting; and Congressional elections. In each case, House/Senate comparisons will be made. **Ax. 4**

320—THE MODERN PRESIDENCY. This course will focus on the U.S. Presidency with particular emphasis on the development of the modern Presidency from Franklin Roosevelt to Gerald Ford. Major topics will include changing conceptions of the office, the nomination and election of Presidents, Presidential power, the President's relationships with the bureaucracy and Congress, and the effects of incumbents on the office from F.D.R. to date. **Ax. 4**

321—STATE GOVERNMENT AND POLITICS. A comparative study of the varieties of government and politics in the American states. Particular attention will be paid to political parties, interest groups, legislatures, governors, and the changing position of the states in the federal system. Spring semester. **Staff. 4**

322—SOVIET POLITICS. A study of the political structure and political dynamics of the Soviet Union. The course will emphasize the basis of conflict and consensus within the Soviet Union and policies of the Soviet state and the Communist Party. Specific problems such as dissent and deviance, nationalities, and political change will be addressed. No Freshmen. **Bishop. 4**

331—AMERICAN POLITICAL PARTIES & ELECTORAL BEHAVIOR. This course will focus on political parties in the United States and their role in the electoral process. Parties will be examined from both an organizational and a behavioral perspective, with discussion of topics ranging from their internal structure and operation to their activity and support within the population. Change in the party system—its causes and consequences—will also be investigated. A substantial portion of the course will be devoted to campaign politics, with particular reference to the 1976 Presidential and Congressional elections and an analysis of significant 1978 races. **Ax. 4**

333—TOPICS IN URBAN POLITICS. This course is designed to provide extensive, in-depth analysis of a specific subject in urban politics. Multiple offerings listed as 333 (a), (b), or (c), afford the student several opportunities to investigate a variety of questions throughout the four years at Denison. Examples of past offerings are 333 (a) Community Power Structure, 333 (b) Anti-Poverty Policy for the City, 333 (c) Crime and Justice in the City, and 333 (a) Race, Residence and Housing

Policy in Urban America. Major research papers and/or class research projects are generally required. **Buell. 4**

339—COMPARATIVE FOREIGN POLICY. This course will be a comparative analysis of the sources, institution, and conduct of foreign policy in the contemporary international arena. Emphasis will fall upon the ways in which the major international powers define their foreign policy goals and attempt to research them. **Bishop. 4**

347—JUDICIAL BEHAVIOR. The course is an advanced examination of United States appellate courts. Topics discussed include appellate court jurisdiction, rules, and judicial standards; normative, descriptive, and quantitative models of judicial decision-making; and the impact of judicial actions. Special emphasis is placed on the political aspects of judicial behavior. **Brisbin. 4**

350A.B.—THE SUPREME COURT. The course analyzes the political and constitutional aspects of U.S. Supreme Court decisions. The case method is used. In most years two separate and independent courses are offered. In 350A the activity of the Supreme Court on questions of judicial powers, separation of powers, federalism, and economic regulation is studied. In 350B the activity of the Supreme Court on questions of civil liberties, including free expression, procedural due process, and equal protection, is studied. **Brisbin. 4**

354—LAW AND SOCIETY. The course is an advanced examination of legal activity in United States trial courts and bureaucracies. Topics discussed include the social and political origins of American law, popular attitudes toward the law, lawyers, and other legal decision makers, the institutions of the law, and the social and political effects of legal activity. The course emphasizes the political nature of the settlement of private, economic, and administrative conflicts much more than criminal justice. **Brisbin. 4**

357—SOVIET FOREIGN AND MILITARY POLICY. The subject of the course is the behavior of the Soviet Union in world politics. The period from World War II to the present will be emphasized. Analysis of Soviet relations with those parts of the world which have been an object of particular Soviet interest (the United States, Germany, and Europe, China and East Asia, and the Middle East) will comprise a large part of the course. The course goal is to develop skills for intelligently explaining and forecasting Soviet behavior in the world. **Bishop. 4**

359—THE CONDUCT OF AMERICAN FOREIGN POLICY. An analysis of the major actors and their ideas in the development and determination of American foreign policy. Among the topics covered will be a thematic history of American foreign policy, and analysis of foreign policy decision-making, public opinion and foreign policy, and special topics such as foreign energy policy. No Freshmen. **Sorenson. 4**

360—PROBLEMS OF AMERICAN DEFENSE POLICY. An examination of the persistent problems facing the United States in its search for national security in an age of limited wars and nuclear weapons. Topics include the cold war politics of defense and deterrence, the impact of nuclear weapons, and the costs and risks of defense postures. No Freshmen. **Sorenson. 4**

401-402—SEMINAR. Open to juniors and seniors from all departments with the consent of the instructor. Preference will be given to the Political Science majors. **Staff. 3 or 4**

Special Topics

361-362—DIRECTED STUDY. Directed studies are undertaken at the initiative of the student and may involve any topic acceptable to the student and an instructor. **Staff. 3**

451-452—SENIOR RESEARCH. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. **Staff. 4**

Psychology

Faculty

Chairperson

Charles J. Morris

Associate Professor

Gordon M. Kimbrell (1967-)

A.B., Ph.D., U. of Tennessee

Charles J. Morris (1969-)

B.S., Denison U.; M.A., Ph.D., U. of Missouri

Samuel J. Thios (1972-) (On Leave All Year)

B.A., Wake Forest U.; M.A., U. of Richmond; Ph.D., U. of Virginia

Esther Thorson (1971-) (On Leave All Year)

B.A., Macalester College; Ph.D., U. of Minnesota

Assistant Professor

Dene S. Berman (1976-)

B.A., Wright State U.; M.S., Illinois State U.; Ph.D., Kansas State U.

James E. Freeman (1976-)

B.A., California State U.; M.A., Ph.D., Bowling Green State U.

Harry Heft (1976-)

B.S., U. of Maryland; M.S., U. of Bridgeport; Ph.D., Pennsylvania State U.

Allen L. Parchem (1972-)

B.A., Macalester College; M.A., Ph.D., U. of Vermont

Rita E. Snyder (1973-)

B.S., U. of Michigan; Ph.D., Indiana U.

Lecturer

Donald Clementson-Mohr (1978-)

B.A., U. of Texas

Donald G. Tritt (1959-)

Director of the Psychological Clinic

B.S., Ohio State U.; Ph.D., U. of Chicago

Visiting Lecturer

Marilyn Burgess (1978-)

Departmental Guidelines

Major in Psychology

A B.A. in Psychology requires 32-33 semester hours of credit in Psychology, including General Psychology (101) and Research Methods (201). In addition, majors are required to take a minimum of 10 semester hours of laboratory-related courses (Psychology 315, 316, 317, 318, 319), including at least one lecture-laboratory combination, a minimum of 9 semester hours of non-laboratory courses (Psychology 217, 326, 238, 311, 360, 342), and either Psychology 415 or Psychology 441.

The student may select electives from regular offerings in Psychology to complete the credit hour requirement. No more than four semester hours of seminar credit (Psychology 402) may be counted toward the minimum requirement. Ordinarily, Senior Research (451-

452), Honors (461-462), and Directed Studies (361-362) will not be counted toward the requirement.

Requirements for a B.S. in Psychology include the above (except that two lecture-laboratory courses must be completed), plus Statistics and Experimental Design (Psychology 313), Computer Programming (Mathematical Sciences 101), and History and Philosophy of Science (Philosophy 403). During the senior year majors must take (and pass with a score of 500 or the national mean, whichever is lower) the Graduate Record Examination in Psychology. Students who wish to be considered for high or highest honors in Psychology must take Senior Research (451-452) and participate in the Senior Research Seminar.

The flexibility of these requirements places maximal responsibility upon the student to select a course of study most compatible with future goals. For example, Statistics and Experimental Design is helpful for many upper division courses and is required for admission into most graduate schools. Those students contemplating graduate work also should consider courses in the natural sciences, computer programming, and foreign languages. Students are encouraged to work closely with their advisers in developing an appropriate program in the major.

Some students will be interested in Personnel Administration to obtain an understanding of personnel policies and practices applicable in business and industry and in the field of education. For such a concentration, students will take the required courses listed above and will be advised regarding the appropriate electives in Psychology and courses in some of the following areas: Economics, Education, Political Science, Sociology, and Speech.

Major in Psychology (Environmental Studies Concentration) **See Environmental Studies**

Course Offerings

101—GENERAL PSYCHOLOGY. A survey of topics in Psychology, with emphasis on the scientific study of human and animal behavior. The course includes the topics of motivation, learning, sensation and perception, personality, individual differences, and abnormal behavior. Lecture, laboratory, demonstration, and outside reading are integrated to study behavior ranging from conditioned reflexes to creative and social behavior. As part of the course experience, students are required to participate as subjects in experiments conducted by the staff and advanced students, or to complete an equivalent assignment. 101 is a prerequisite for all other courses in the department. (Offered each semester). **Staff. 4**

201—RESEARCH METHODS IN PSYCHOLOGY. An introduction to the principles of psychological research and elementary statistical analysis. 201 is a prerequisite for all laboratory courses. (Offered each semester). **Staff. 3**

202—FIELD EXPERIENCE IN PSYCHOLOGY. This course provides the opportunity to gain practical experience working with various agencies within a course for which opportunities have been identified by the instructor. **Staff. 2**

217—CHILD AND ADOLESCENT DEVELOPMENT. Psychological development especially during the school years. (Same as Education 217. Offered each semester.) **Heft, Thios, Thorson. 3**

228—SOCIAL PSYCHOLOGY. The study of individual behavior as is influenced by the behavior of others within a variety of social contexts. Topics typically covered include affiliation, attitude and behavior change, interpersonal attraction, social influence, prosocial behavior, and aggression. **Berman, Heft, Parchem. 3**

311—ABNORMAL PSYCHOLOGY. Psychopathology. Its development, course, and treatment with emphasis upon prevention and cure. **Berman, Kimbrell. 3**

313—STATISTICS AND EXPERIMENTAL DESIGN. An introduction to techniques of measurement. Special emphasis is placed on probability and sampling theory, tests of significance, analysis of variance, and principles of statistical control in experimentation. Not open to those with credit in Mathematical Sciences 102. **Parchem, Snyder. 3**

315a—LEARNING AND MOTIVATION: LECTURE. Experimental approach to problems of human and animal learning and motivation. **Freeman, Morris. 3**

315b—LEARNING AND MOTIVATION: LABORATORY. Offers the student actual research experience in a variety of experimental situations. Must be taken concurrently with 315a. **Freeman, Morris. 2**

316a—COGNITIVE PSYCHOLOGY: LECTURE. How people process information. The course will focus on theoretical concepts and major variables relevant to human learning, memory, and utilization of symbolic processes. Among topics to be covered are memory systems, attention, problem solving, concept formation, basic language processes, and developmental aspects of learning and memory. **Thios. 3**

316b—COGNITIVE PSYCHOLOGY: LABORATORY. Provides the student with research experience on problems of current interest in cognitive psychology. Must be taken concurrently with 316a. **Thios. 2**

317a—SENSATION AND PERCEPTION: LECTURE. Covers current theory and research in sensation and perception. **Snyder, Thorson. 3**

317b—SENSATION AND PERCEPTION: LABORATORY. Application of research techniques to problems in sensation and perception. Must be taken concurrently with 317a. **Snyder, Thorson. 2**

318a—COMPARATIVE AND ETHOLOGICAL PSYCHOLOGY: LECTURE. A survey and analysis of theory and research pertaining to species specific or characteristic forms of psychological function (behavior) stressing the comparative method of analysis. **Kimbrell. 3**

318b—COMPARATIVE AND ETHOLOGICAL PSYCHOLOGY: LABORATORY. Illustration of the comparative method through study of closely related species and application of modern experimental techniques in the analysis of species characteristic forms of behavior. Must be taken concurrently with 318a. **Kimbrell. 2**

319a—PHYSIOLOGICAL PSYCHOLOGY: LECTURE. Covers current theory and research in physiological psychology with special emphasis on the physiological bases of motivation, learning and sensation. **Freeman, Snyder. 3**

319b—PHYSIOLOGICAL PSYCHOLOGY: LABORATORY. Covers research techniques in physiological psychology through practical application to experimental problems. Must be taken concurrently with 319a, or by consent. **Freeman. 2**

326—THEORIES OF PERSONALITY. Covers major theories of personality with intensive study of at least one theory. In Mr. Berman's section, a variety of personality theories are surveyed and the student is expected to select a particular theory for special study. In Mr. Tritt's section, readings in the phenomenological and existential theories of personality and behavior are emphasized while class meetings are an opportunity for intensive group discussion. **Berman, Tritt. 3**

342—ENVIRONMENTAL PSYCHOLOGY. An examination of the environmental context for behavior and the effects of the environment on psychological processes. **Heft. 3**

360—INDUSTRIAL PSYCHOLOGY. Psychological principles and methods as they contribute to the solution of industrial problems. **Parchem. 3**

361-362—DIRECTED STUDY. **Staff. 3**

402—SEMINARS. Seminars in special areas within Psychology. Content will vary with staff and student interest. Designed for both majors and non-majors. **Staff. 2**

415—HISTORY AND SYSTEMS OF PSYCHOLOGY. A survey and analysis of major historical developments and contemporary theories in Psychology. **Parchem. 3**

441—ADVANCED GENERAL PSYCHOLOGY. Designed to integrate the student's knowledge of Psychology. **Morris. 3**

451-452—SENIOR RESEARCH. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. **Staff. 4**

Religion

Faculty

Chairperson

David O. Woodyard

Professor

Walter Eisenbeis (1961-)

Staatsexamen, Paedagogische Akademie Wuppertal (Germany); Ph.D., U. of Chicago

James L. Martin (1957-) (On Leave First Semester)

B.A., Oklahoma City U.; B.D., Ph.D., Yale U.

Lee Scott (1952-)

B.A., Occidental College; B.D., Union Theological Seminary; Ph.D., Yale U.

Associate Professor

David O. Woodyard (1960-)

B.A., Denison U.; M.Div., Union Theological Seminary; D.Min., Vanderbilt Divinity School

Assistant Professor

David A. Gibbons (1961-)

A.B., Oberlin College; B.D., S.T.M., Yale U.

Instructor

John L. Jackson (1974-)

B.S., Miles College; M.Div., Harvard Divinity School

Senior Fellow

Byann Kinlaw

Junior Fellow

Katherine Schowalter

Departmental Guidelines

The Department of Religion perceives religion to be an important part of humanistic studies in a liberal arts education. The study of religion is one way to establish a focus for the achievement of a view of reality, and more specifically a way to achieve a view of the meaning of human existence: man as an individual and a social being in relation to ultimate reality.

The goals of the Department are to familiarize the student with the nature of religion, to give him or her an understanding of both Western and non-Western religious traditions, to help the student develop critical and analytical skills for examining the various religious systems offered in a pluralistic society, and to examine his or her own religious perceptions.

The major in religion seeks to give the student a focus which will enable him or her to integrate the study of a variety of fields into a cohesive world-view. The courses for the achievement of these objectives will be chosen in consultation with the staff.

Eight courses are required for the major, of which not more than one may be at the 100 level, plus the two-hour senior seminar. All courses in the department fall within four divisions. Majors are required to select courses from each division as follows:

Religious Studies (2 courses)

Biblical Studies (1 course)

Non-Western Studies (1 course)

Theological Studies (2 courses)

Course Offerings

101—INTRODUCTION TO THEOLOGY. Theology is something you do, it is the process of

formulating religious experiences in intellectual terms. Intrinsic *credibility* is its aim. But all ideas and beliefs have consequences. At this point theology becomes the art of applying basic insights to issue of *conscience*. In the first context, several theologians will be considered to determine the viability of their statements in our contemporary setting. In the second context, the course will deal with such issues as liberation movements, civil disobedience, violence, sex ethics and genetic surgery. The method of instruction will be class discussion with an emphasis upon written analysis of the issues.

Scott, Woodyard. 4

103—WORLD RELIGIONS: MAN'S LIVING RELIGIONS. An introductory study of major systems of religion practiced today. The course examines primitive religions, the major Western religions (Judaism, Christianity and Islam), and the major Eastern religions (Hinduism, Buddhism and Chinese religions); each religious system is explored in terms of its development, its contemporary teaching and practice, and its relation to culture.

Gibbons, Martin. 4

210—THE NATURE OF RELIGION. The course will have as its subject matter the phenomenology of religion: the study of the common structural elements of all religions. The various manifestations of the Sacred, seen in all religions as the transcendent ground of reality and truth, is considered both as a way of understanding the various religions and as having a bearing upon man's understanding of himself.

Eisenbeis. 4

211—INTRODUCTION TO THE OLD TESTAMENT. This course introduces into the major areas of Old Testament studies: the history of Israel and early Judaism; the literature (authorship and authenticity of text, origin and development of genres); religious phenomena and the main themes of Old Testament literature (theology). All the materials will be studied from the viewpoint of biblical scholarship. Instruction will be by means of the dialogical method.

Eisenbeis. 4

212—INTRODUCTION TO THE NEW TESTAMENT AND THE APOSTOLIC AGE. This course introduces into the main areas of New Testament studies: the history, culture, and religious background of the New Testament community; the New Testament literature (authorship and authenticity of text, origin and development of genres); religious phenomena and main themes of New Testament literature (theology), the history of the development of thought during the early centuries of the church, leading to the council of Nicaea. All materials will be studied from the viewpoint of biblical scholarship. Instruction will be by means of the dialogical method.

Eisenbeis. 4

213—HISTORY OF CHRISTIAN THOUGHT. A survey of the development of Christian teachings from the early Middle Ages to the 19th Century. The origin and development of the principal doctrines of the church, the changing concepts of the church, and its approach to human problems are studied.

Martin. 4

214—THE NATURE OF MAN. The course is an inquiry into the nature of man in contemporary theologians. The intent is to see theology at work upon current problems which raise issues for our understanding of what it means to be human. Problems like abortion and tyrannicide will provide the matrix for theological reflection upon man. The form of instruction will be class discussion with an emphasis upon written analysis.

Woodyard. 4

217—NEW RELIGIOUS MOVEMENTS. A study of new religious cults, sects, and movements in America. The course will investigate both Western and Oriental religious movements. Western movements would include charismatic and spiritual tendencies within Christianity, and Messianic sects within Judaism. Oriental movements would include cults of Hindu, Buddhist, and Islamic origins. The study would deal with the theology and practices of the groups, and with factors relating to their origin and their acceptance.

Martin. 4

224—CHRISTIAN ETHICS. An inquiry into the life-styles based on biblical presuppositions and theological convictions. The course deals with both theory and practice. Issues in theory include: the nature of Agape, the dialogic character of human existence and whether Christian ethics is a form of situational ethics. Practical applications vary but usually include the control of birth and death, exploitation of nature and the ethics of liberation movements.

Scott. 4

228—BLACK RELIGION AND BLACK THEOLOGY. An introductory course in the study of Black religion and Black theology. It is an interdisciplinary examination of the various aspects and expressions of Black religion, including religious sects, the Black Muslims, mutual aid societies, etc., for the purpose of extracting and validating the data and norm of Black theology. The sociological and theological issues surrounding the construction and analysis of the norm for Black theology will be critically discussed.

Jackson. 4

303—CONTEMPORARY RELIGIOUS THOUGHT. Three ways of doing theology, a comparative study of three current theological models: Existential Theology, Political Theology, and Process

Theology. These belief systems are examined by reference to their methodology, doctrine of God, the nature of man, concept of the Person of Christ and interpretation of the religious community.

Scott. 4

304—EXISTENTIALIST THEOLOGY. A study in depth of a major contemporary theologian. The writer's major works will be read and analyzed.

Scott. 4

308—NEW TESTAMENT STUDIES. Study in depth of specific problems in New Testament research. Due to the nature of the course, its contents vary from semester to semester. Concentration will always be on one topic. Examples are: one gospel or one epistle, the historical views of the Christ of faith, the kerygma, revelation and the Christ event, the theology of Rudolf Bultman, key concepts of New Testament theology, problems of New Testament literature, etc. All materials will be studied from the viewpoint of biblical scholarship. Instruction will be by means of the dialogical method.

Eisenbeis. 4

309—OLD TESTAMENT STUDIES. Study in depth of specific problems in Old Testament research. Due to the nature of the course, the contents vary from semester to semester. Concentration will always be on one topic. Examples are: one Old Testament writing (for instance, Genesis, Isaiah, Psalms, Job), key concept of Old Testament theology, the theology of Martin Buber or of Abraham Heschel, problems of Old Testament literature, Hebrew poetry, the Israelite prophets, Israelite culture and its relation to the ancient Near East, biblical archaeology. All materials will be studied from the viewpoint of biblical scholarship. Instruction will be by means of the dialogical method.

Eisenbeis. 4

311—KIERKEGAARD SEMINAR. Selected writings from Soren Kierkegaard's aesthetic, ethical, and religious works are read and discussed, and special projects related to Kierkegaard's thought are undertaken by individual students.

Martin. 4

320—HINDUISM. A study of modern Hindu belief and practice as related to traditional sources. The development of Hinduism from the Vedic Period to the present day is studied by reading and discussion of selected translation of the Vedas, the Upanishads, the Epics and representative modern interpreters of Hindu cults and movements.

Martin. 4

321—BUDDHISM. A study of modern Buddhism in relation to traditional Buddhist sources. Selected texts of early Buddhism are used as a basis for understanding in the Theravada Buddhism of Southeast Asia. Approximately half of the semester is given to Buddhist Mahayana sects in China, Japan, and Tibet. Representative contemporary interpreters of Buddhism are read and discussed.

Martin. 4

324—RELIGION AND PSYCHOLOGY. An exploration of the religious phenomenon from the perspective of psychology. In reading works by C.G. Jung, Sigmund Freud, Erich Fromm, and others, attention will be given to the operative understanding of religion and the appropriateness of their methodology to the subject matter. Analyses will be made of psychological and theological statements on a common religious theme. Some attention will be given to efforts at correlating the two disciplines.

Woodyard. 4

336—COMPARATIVE RELIGIOUS MYTHOLOGY. The course will investigate the nature of religious myth and its place in man's religious experience in a variety of traditions. Primitive, Western, and Oriental mythologies will be included in the study.

Martin. 4

340—SEMINAR. (Heidegger; 1978-79)

Staff. 4

350—SENIOR SEMINAR.

Scott. 2

350k—THE HUMAN CONDITION: ECONOMIC FACTORS AND THEOLOGICAL PERSPECTIVES. Exploration of the interfaces between theological claims and economic policies. The focus will be on the impact of theology upon societal values and of societal values upon economic institutions. Of special concern will be the ways in which outmoded societal values are sustained in the form of economic institutions which may oppress a minority or even a majority in a society. The context of the study will include both the Third World and the United States.

Woodyard/King. 4

361-362—DIRECTED STUDY.

Staff. 3-4

451-452—DIRECTED RESEARCH.

Staff. 4

461-462—INDIVIDUAL WORK FOR HONORS.

Staff. 4

Sociology and Anthropology

Faculty

Chairperson

David Potter

Professor

Donald M. Valdes (1953-)

B.A., New Jersey State College, Montclair; M.A., George Peabody College; Ph.D., Ohio State U.

Associate Professor

Felicitas D. Goodman (1968-)

Diploma, U. of Heidelberg (Germany); M.A., Ph.D., Ohio State U.

David L. Potter (1972-)

B.A., Amherst College; M.A., Ph.D., Syracuse U.

Assistant Professor

Leonard H. Jordan, Jr. (1976-)

B.A., Millsaps College; M.A., Ph.D., Louisiana State U.

Thomas J. Rice (1973-)

B.S., Cornell U.; M.Econ.Sc., National U. of Eire (Dublin); Ph.D., Purdue U.

Edward F. Vacha (1977-)

B.A., U. of California at Santa Cruz; M.A., Ph.D., U. of California at Santa Barbara

Departmental Guidelines

Major in Sociology and Anthropology

The major in the Sociology and Anthropology Department is designed to meet the educational needs of three kinds of students: (1) Those whose interests are primarily in a liberal education and who wish to use the disciplines to understand sociocultural institutions and sociocultural changes as well as to gain insight into cross-cultural patterns; (2) Those who wish to use sociology or anthropology as a background for certain occupations such as law, social work, business, public service, or other human service careers; (3) Those who expect to pursue graduate study in sociology or anthropology, leading to a teaching, administrative, or research career. Off-campus experiences are available for students to supplement traditional course offerings.

A major in Sociology/Anthropology must earn a minimum of 32 semester hours of credit in the department. Core requirements include 100, 200/202, 316, 401, and 420. All core courses with the exception of 200 or 202 integrate the two disciplines. 200 consists of anthropology materials, while 202 is solely sociology. Outside this core, students elect an additional four courses from a set of twelve offerings categorized as substantive courses. Some of these courses emphasize either sociology or anthropology, while others combine the two disciplines. Students are encouraged to select these substantive courses on the basis of their personal/educational interests and goals and in consultation with a departmental faculty advisor.

A third set of courses, called special and applied, complete the departmental offerings. These courses count toward the major but do not satisfy the 32-credit minimum requirement.

Major in Sociology/Anthropology (Environmental Studies Concentration)

See Environmental Studies

Course Offerings

100—PEOPLE, CULTURE, AND SOCIETY. An examination of fundamental questions concerning the nature and foundations of sociocultural behavior. Attempts to show how sociology and anthropology approach these questions in an integrated framework. Basic paradigms used in these two social sciences are introduced. Implications of these approaches are evaluated in terms of their utility for understanding our own contemporary society. **Staff. 4**

200 or 202—THE ANTHROPOLOGICAL IMAGINATION or THE SOCIOLOGICAL IMAGINATION. These two courses emphasize the special and unique contributions and approaches of the disciplines within the department. Each discipline represents an historical and current body of theory, methods, and substantive concerns that distinguishes it from all others. In this seminar, students who might be interested in specializing in one of the two disciplines within a departmental major are introduced to this unique body of knowledge. Prerequisite: 100 or consent. **Goodman or Rice. 4**

209—SOCIAL PROBLEMS AND SOCIAL POLICY. A critical analysis of selected current social problems, such as mental health, automation, and civil rights, within the framework of certain sociological approaches such as conflict of values. Not open to those with 10 or more hours of Sociology. Prerequisite: 100 or consent. **Staff. 3**

213—EDUCATION FOR MARRIAGE AND FAMILY LIFE. An analysis of marriage and the family within the framework of sociological theory, together with a discussion of such practical topics as courtship, parenthood, family finances, in-law relationships, aging, and the family in the larger community. **Staff. 3**

308—INTRODUCTION TO SOCIAL WORK. A survey course including a history of social welfare, an analysis of public welfare administration, private agencies, and a descriptive comparison of the methods of social work, casework, group work, and community organization. Prerequisite: 100. **Staff. 3**

309—SOCIAL CASEWORK. An introduction to the principles of social casework. Lectures and discussions regarding the development of social casework, relationship theory, the case study method, interviewing methods, and the study and use of social process. Case materials and field trips will be used. Prerequisite: 100. **Staff. 3**

311—CRIMINOLOGY. A study of the phenomenon of crime in American society as to amount, the varying rates in terms of area of residence, age, social class, and occupational group, and the causes and the treatment of criminal behavior. Prerequisite: 100. **Staff. 4**

312—MINORITY RELATIONS. Anthropological, social psychological, and sociological interpretations of racial and ethnic interaction and conflict. Prerequisite: 100. **Jordan. 4**

313—THE FAMILY. The structural-functional analysis of the family as an institution, its interrelationships with other social institutions; changing economic and social functions of the family as seen in historical and cultural perspective. Prerequisite: 100. **Staff. 3**

314—NATIVE AMERICANS. This course explores the history and development of the American Indians from prehistoric times to the present, concentrating primarily on the Indians of North America. This survey course will cover many aspects of Indian culture. Prerequisite: 100. **Valdes. 3**

316—SOCIOCULTURAL THEORY. Analyses of central theoretical questions in sociology and anthropology. Historical developments and major paradigms within the two disciplines are explored. The process of theory construction is examined and a critical perspective developed. Prerequisites: 100, 200/202. **Jordan. 4**

317—THE SOCIOLOGY OF RELIGION. A study of the structure and function of religious behavior and the relationship of religion with other institutional areas in a society. **Staff. 4**

318—SOCIOLOGY OF EDUCATION. A study of educational institutions, their social functions, and their interrelationships with other social institutions. **Staff. 3**

319—SOUTH AMERICAN INDIANS. Ethnography of Indians south of the Rio Grande with special emphasis on culture contact and culture change. No prerequisites. **Goodman. 3**

320—WORLD ETHNOGRAPHY. Review of the culture areas of the world outside the western

hemisphere on the basis of representative ethnographic studies. Prerequisite: 100 or consent.

Goodman. 3

322—PEASANT CULTURE. Rural vs. urban and tribal societies: social organization, personality structure, life view, adaptations to random and directed change. Prerequisite: 100. **Goodman. 3**

324—HUMAN EVOLUTION AND CULTURE. As anthropology understands it today, the evolution of our species proceeded on two fronts, the physical and the cultural. We are thus interested in the process of evolution, considering the arising of the primates and the factors that led to man's branching off; in fossil man; "race" and the biological differences between populations; and physical variations within a given population. As to culture, man's unique adaptation to the environment, we need to treat the evolution of behavior, tracing it in parallel fashion on the basis of artifacts and brain development, and what these two sets of data can tell us about the changes through time. Prerequisite: 100 or consent. **Valdes. 3**

332—SOCIALIZATION AND ENCULTURATION. A theoretical examination of the relationship between individuals and their sociocultural milieu. Major emphasis will be given to the processes by which individuals are incorporated into social structures and the influence of these processes on personality, cognition, and social action. Prerequisite: 100 or consent. **Staff. 3**

333—INSTITUTIONAL ORDERS. An analysis of the major institutional components of societies and an exploration of the social processes whereby these institutions are maintained, coordinated, and changed. Prerequisite: 100 or consent. **Thorpe. 3**

340—SOCIAL MOVEMENTS. This course explores the social processes which give rise to crowds, cults, publics, and social movements. Social movements are viewed as a primary means of social change, and an attempt is made to understand the conditions which precede, accompany, and follow collective action. Prerequisite: 100 or consent. **Jordan. 3**

342—DEVIANCE AND SOCIAL CONTROL. Deviance is examined in sociocultural context as a process of social interaction and labelling. Theories of deviant behavior include structural, social psychological, and phenomenological analyses. Particular emphasis will be given to the sociocultural conditions under which subcultures and individuals take on a deviant concept of self. Prerequisite: 100 or consent. **Staff. 3**

345-346—SPECIAL PROBLEMS. Special offerings will be made from time to time in topics not covered in regular courses. (Examples: Sociology of Science, Military Sociology, Medical Sociology, Alienation, Mass Society, Social Stratification, Sociolinguistics.) Prerequisites: 100 and consent. **Staff. 3**

361-362—DIRECTED STUDY. Credit earned will be determined by departmental evaluation. **Staff.**

401—SOCIOCULTURAL METHODS. Experience in the design and implementation of sociocultural research. Current techniques of collecting, analyzing, interpreting, and reporting data. Prerequisites: 100, 200/202, 316. **Rice. 4**

415—HUMAN RELATIONS IN INDUSTRY. A study of the organization and characteristics of modern industrial societies, of the effects of technology on industrial environments, and of the behavior of formal and informal groups in industry. The methodology of social research for analyzing and resolving group tensions in industry. Prerequisite: 100. **Valdes. 3**

420—SENIOR SEMINAR. An integrative and reflective course designed to be a culmination of the student's work in the major. The topics focus on dimensions of the relationship between self and society, including our relationship to the knowledge we have been acquiring, our relationship to the world in which we live, and the search for a proper definition of the relationship between skills and values. Prerequisite: senior majors only (or consent). **Potter. 4**

430—SOCIAL ORGANIZATION IN CROSS-CULTURAL PERSPECTIVE. This course analyzes contemporary and past forms of sociocultural organization of cultures throughout the world. Causes of structures, crises and consequences produced, and interactions among these forms are addressed. **Valdes. 3**

432—SOCIOCULTURAL CHANGE. Theory of innovation, diffusion, and change; consequences for native societies of contact with Euro-American culture. Prerequisite: 100 or consent. **Goodman. 3**

434—HUMAN ECOLOGY AND COMMUNITY. This course explores characteristics of urban and other communities; life styles in modern communities; the impact of modern urban life on human behavior; and processes associated with urbanization and modernization on a world-wide perspective. Prerequisites: 100, I.D. 211, or consent. **Potter. 3**

440—POST-INDUSTRIAL SOCIETY. The focus of this course is on social life in advanced, Western societies with special attention to American society. Analyzes basic social structures of dominant institutions and how they affect the quality of human life in the 20th Century. **Jordan. 3**

442—SOCIOLOGY OF KNOWLEDGE. This course explores the relationships between ideas, or forms of consciousness, and social behavior. It examines the degree to which conceptions of reality are grounded in, and associated with, specific social, cultural, and historical situations. Special attention is given to cultural and situational relativism and its implication for making ethical and moral judgments. Prerequisite: 100 or consent. **Staff. 3**

444—SOCIAL DIFFERENTIATION AND STRATIFICATION. Analyses of inequality in socio-cultural structures. Explores the bases for differentiation, the organization of stratification, processes and forces preserving inequality, and its consequences for a human existence. Prerequisite: 100 or consent. **Rice. 3**

451-452—SENIOR RESEARCH.

Staff. 4

461-462—INDIVIDUAL WORK FOR HONORS.

Staff. 4

Speech Communication

Faculty

Chairperson

Bruce R. Markgraf

Professor

William R. Dresser (1960-)

B.A., Denison U.; M.A., Ph.D., Northwestern U.

Bruce R. Markgraf (1966-)

B.S., M.S., Ph.D., U. of Wisconsin, Madison

Assistant Professor

Kathleen J. Turner (1978-)

B.A., U. of Kansas; M.A., Ph.D., Purdue U.

Visiting Lecturer

Barbara Lechner (1978-)

B.A., Marietta College; M.A., Ph.D., Ohio State U.

Departmental Guidelines

Major in Speech Communication

A student majoring in Speech Communication must elect a minimum of 29 semester hours of credit in the Department. A student who chooses a **General Speech Communication** emphasis must take 110, 221 or 222, 304, and 409. A student who elects a **Mass Media** concentration must take 223, 225, 227, 226 or 228, and 409. Students concentrating in

Speech Science must take 252, 329, 330, 331, and 409. Students who are interested in secondary school teaching must elect 339.

Attention is called to the value of training in speech communication for students aiming toward careers in law, government, business, administration, broadcasting, teaching, the ministry, industrial communication, public relations, advertising, sales, personnel, and mass communication.

Course Offerings

101—PUBLIC SPEAKING. A discussion-recitation approach to the oral communication of ideas. Students deliver informative and persuasive speeches that are individually reviewed. The course is intended to assist students in becoming more effective communicators, regardless of their major. Offered both semesters. **Staff. 2**

110—DIMENSIONS OF SPEECH COMMUNICATION. An overview of the speech communication process, including broadcasting (its impact and responsibilities); dialogue in dyads and groups; use of language; nonverbal communication; theory and practice; political communication; artistic communication; and issues of freedom of speech. Lecture-discussion, guest lecturers, student projects. **Markgraf. 4**

113—READING ALOUD LITERATURE. Emphasis is upon the study of literature from the viewpoint of the oral reader. Principles of critical and aesthetic theory and of voice and delivery prepare the student for the re-creative art of oral interpretation of verse, drama, and prose. **Markgraf. 3**

218—SPEECH COMPOSITION. A study of principles governing the development, organization, and communication of ideas in formal speeches. Students will compose a limited number of speeches seeking to apply principles derived from theoretical materials and from an examination of famous speeches. **Dresser. 3**

221—GROUP DISCUSSION. A study of oral communication in small problem-solving groups. Students will seek to synthesize the traditional logical and psychological approaches to the study of group behavior. **Dresser. 3**

222—ARGUMENTATION AND DEBATE: CONTEMPORARY SOCIAL ISSUES. A course in the study of argumentation and of rhetorical techniques essential to the law court and the legislative assembly. Students will explore social problems and advocate solutions within the frameworks of panel discussions, argumentative and rebuttal speeches, direct examination and cross-examination, parliamentary procedure, and debate. **Markgraf. 3**

223—PERSUASION. An introduction to the theory and practice of persuasion and an appraisal of its influences upon modern society. Emphasis is placed upon mass persuasion (advertising, propaganda, etc.), and persuasion in speaker-audience, dyadic and group centered situations. Students will prepare and deliver original persuasive speeches. **Dresser. 3**

225—RADIO AND TELEVISION IN SOCIETY. The history of radio and television development; a study of the structure of broadcasting; comparative study of broadcasting practices in other countries; the objectives of radio and television as a social force and cultural influence; a study of program types; and the analysis of existing programs aimed toward the development of acceptable standards for broadcasting. **Turner. 3**

226—THE SOCIAL IMPACT OF MASS MEDIA. This course examines the process of electronic and print media in several settings and explores the effects of exposure to mass directed messages. Topics included are: socialization of children, violence and aggression, political communication, media coverage of crimes and trials, diffusion of innovation, sexist and racist stereotyping, and the impact of future modes of mass communication. **Turner. 4**

227—RADIO PRODUCTION PROCEDURES. Lecture-laboratory course in the production of complex program types; study of production problems, techniques, and procedures. This course covers actual production from initiation to airing. Prerequisites: Consent of instructor. **Staff. 3**

228—MASS MEDIA AND GOVERNMENT: THE POLITICS OF CONTROL. An exploration of governmental and non-governmental regulation of electronic and print media in American society. The societal, statutory, and self-regulatory forces that shape mass media are examined in light of

First Amendment guarantees. Topics include: control of broadcast programming, regulation of advertising, obscenity and pornography, laws of privacy, and the development of a socially responsible press. **Turner. 4**

244—FREEDOM OF SPEECH. A critical analysis of theories and justifications of freedom of expression and of factors which determine the scope and practical exercise of free speech. Political, legal, ethical, and artistic aspects will be examined. **Markgraf. 3**

247—GENERAL SEMANTICS. A study of the impact of the structure of language on the individuals' evaluation of the nonverbal world. Attention is concentrated on specific types of misvaluation which result when one assumes that the world possesses certain characteristics implied by the structure of language. **Dresser. 3**

250—PSYCHOLOGY OF SPEECH. A study of the psychological factors involved in interpersonal and group communication with special reference given to the application of these principles to public speaking, radio and television, group discussion, and speech correction. Attention is given to the speech personality and the verbal behavior of the disturbed personality. **Staff. 3**

252—THE BASES OF SPEECH. An inquiry into the nature and function of oral communication with emphasis on significant theoretical and applied developments in speech as they relate to social interaction, psychology, physiology, neurology, and linguistics. **Lechner. 3**

304—INTERPERSONAL COMMUNICATION. Such aspects of the communication process as self-disclosure, listening, semantic problems in communication, nonverbal communication, and barriers to interpersonal understanding are studied through structured experiences and class discussion. **Dresser. 3**

308—COMMUNICATION, MAN AND SOCIETY. This is a survey course which will examine radio, television, film, newspapers, books, magazines, comics, the contemporary music industry, and the pop culture. **Turner. 3**

311—AGITATORS, ADVOCATES, AND SOCIAL REFORM. A study of a limited number of influential 19th and 20th Century speakers, the forces that shaped their speaking, and their impact on their time. **Dresser. 4**

312—COMMUNICATION THEORY AND CRITICISM. A study of selected rhetorical, behavioral, and humanistic approaches to communication, with a consideration of their underlying assumptions and implications. **Turner. 4**

327—SEMINAR IN ADVERTISING COMMUNICATION. A seminar covering the principles of communication used by advertisers. Individual projects will be required of all students in the various communications media such as newspapers, radio, television, etc. Guest lectures in the field of advertising. **Turner. 3**

329—APPLIED PHONETICS. A study of significant speech sounds and the application of phonetic concepts to both normal and aberrant speech for evaluative purposes. **B. Thios. 3**

330—VOICE AND DICTION. A study of normal speech development and the disorders of voice and articulation. **B. Thios. 3**

331—INTRODUCTION TO SPEECH CORRECTION. The relations of speech to mental hygiene; the study of speech disorders and defects; diagnosis and therapeutic theories. **B. Thios. 4**

361-362—DIRECTED STUDY. **Staff. 3**

409—SEMINAR IN SPEECH COMMUNICATION. Readings and reports on special topics. **Markgraf. 3**

451-452—SENIOR RESEARCH. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. **Staff. 4**

TEACHING OF SPEECH. (See EDUCATION 339).

Theatre and Cinema

Faculty

Chairperson

Bruce Halverson

Professor

William Brasmer (1948-)

B.S., M.A., Northwestern U.

Associate Professor

Bruce R. Halverson (1976-)

B.A., Augustana College; Ph.D., U. of Washington

R. Elliott Stout (1966-)

B.A., M.A., Ph.D., Ohio State U.

Assistant Professor

Anthony C. Dobrowolski (1977-)

B.S., U. of Maryland; M.F.A., Ohio State U.

Carolyn B. Sealey (1976-)

B.A., M.F.A., U. of Iowa

Lecturer

Michael N. Allen (1978-)

B.A., U. of North Carolina at Greensboro

Artist-in-Residence

Elizabeth H. Freyberg (1978-)

B.A., U. of Rochester; M.A., U. of Pittsburgh

Departmental Guidelines

Requirements for Theatre Students are as Follows:

B.A. Candidates

Acting I or Elementary Acting

Development of Dramatic Art

One semester of Theatre History or Dramatic Literature

Production Management

Technical Theatre

World Cinema or History of Cinema

Total required: 21 or 22 hours. Minimum credit hours needed is 30.

B.F.A. Candidates

1. Enter the program by audition for performance students and by portfolio or interview for design/technical students

2. Participate as a performer or technician in one production each semester

3. Be reviewed at the end of each year—continuation in the B.F.A. is contingent upon a favorable review

Acting I or Elementary Acting

Development of Dramatic Art

One semester of Theatre History or Dramatic Literature

Production Management

Technical Theatre

World Cinema or History of Cinema

Performance Emphasis:

4-8 credits of Dance selected from Dance 131, 141, 151, or proficiency. (4 of these credits are not counted in the G.E. requirement.)

1 credit of Voice from Music 101-102 or Music 108

Acting II and III

Directing

Theatre Workshop

Total credit hours: 42-48. Minimum credit hours needed is 40.

Design/Technical Emphasis:

Design

Costume Design

Directing

Theatre Workshop

Total credit hours: 39-41. Minimum credit hours needed is 40.

IN ADDITION, the B.F.A. student is required to complete 16 credits in related arts and 16 credits in the prescribed area of G.E. The Department of Theatre and Cinema requires the 16 credits in G.E. to be taken in a minimum of four different disciplines.

Most B.F.A. students are expected to spend one semester off-campus. This semester is for full academic credit and is usually spent with a professional theatre company, Broadway producer, or professional designer.

Requirements for Cinema Students are as Follows:

B.A. Candidates

World Cinema

Elementary Cinema Production

History of Cinema

Cinema Theory and Criticism

Advanced Cinema Production

The Theatre Artist or the Development of Dramatic Art

Total credit hours: 24. Minimum credit hours needed is 30.

A. B.F.A. is not granted in the area of Cinema.

Course Offerings

104—WORLD CINEMA. An introductory study of the dominant theatrical medium of the 20th Century. Critical analysis of narrative, documentary, animation, and experimental cinema. An introduction to basic scholarly and evaluative approaches to film and video art. Screenings, readings, and critical papers. Fulfills G.E. requirement in Fine Arts. Offered once per year. No prerequisites. Required of Cinema majors. **Stout. 4**

107—THE ARTS IN CONTEMPORARY SOCIETY. The study of form, function, and sponsorship of the arts in America as a dynamic force in shaping the contemporary culture. Specific attention will be paid to the role of the arts as a lifetime activity. Dance, Cinema, Theatre, and visual arts will be covered with specific distinction made between folk, popular, and the fine arts. Attendance at cultural events will be required. Fulfills the G.E. Fine Arts requirement. **Brasmer. 3**

109—THE THEATRE ARTIST. The artistry of the playwright, actor, director, and designer is studied through theory and practice. Fulfills G.E. requirement in Fine Arts. **Halverson. 4**

121—ELEMENTARY ACTING. The student is introduced to exercises designed to free the imagination through improvisation and theatre games as well as various psychodramatic techniques. In addition, the basic skills of physical and vocal technique are explored through scene work. Designed for the non-major and the major with limited interest in performance. Fulfills oral communication requirement. **Staff. 3**

123—ACTING I: VOICE AND MOVEMENT. An integrated approach to free, develop, and

strengthen the voice and the body of the performer. Special attention is given to circus, improvisation, and pantomime techniques. Fulfills oral communication requirement. The beginning course for majors interested in performance. **Halverson. 3**

141—PRODUCTION MANAGEMENT. An examination of the responsibilities of the production staff in the commercial and noncommercial theatre. This includes discussion of financial, stage, and house management. **Sealey. 2**

143—MAKE-UP. Make-up for the performer and designer, with an emphasis on facial structure, sculptural, character, fantastic, and special make-up. **Staff. 2**

144—TECHNICAL THEATRE I. Lecture and laboratory in theatrical construction techniques: to include woodworking, metal working, scene painting, and plastics. Work on productions is part of the laboratory experience. **Sealey. 4**

201—THE DEVELOPMENT OF DRAMATIC ART. A study of the historical development of the drama and the accompanying theatrical elements from classical to modern times. Fulfills G.E. Fine Arts requirement. **Brasmer or Stout. 4**

203—HISTORY OF WORLD THEATRE. A survey of the theatrical culture of western civilization. Topics of investigation include classical Greek drama, Roman spectacle, medieval religious and secular theatre, *commedia dell'arte*, Renaissance and baroque pageantry, classical and romantic opera and ballet, 19th Century melodrama and poetic spectacle, the rise of realism and naturalism; and revolutionary movements in the 20th Century theatre. The approach is a documentary one concentrating on the reconstruction of performance practices through use of primary evidence, both textual and pictorial. Fulfills G.E. requirement in Fine Arts. **Stout. 4**

219—ELEMENTARY CINEMA PRODUCTION. An introductory course exploring the nature of the cinematic medium from the point of view of production and technique, with an emphasis upon cinema as an aesthetic and narrative form. Each student will complete a series of film projects in 8mm format. Some limited attention will be paid to video production. The student will be required to share in the expenses involved in his or her film production. Required of cinema majors. Offered each semester. No prerequisites. **Staff. 4**

224—ACTING II: CHARACTERIZATION. The factors in the script which determine characterization and the creative development of these factors in specific roles. Prerequisite: 123. **Halverson. 3**

225—CONTEMPORARY THEATRE. Attendance at productions in New York during spring vacation, preceded by study of contemporary theatre and followed by a written report. Estimated cost of the trip, exclusive of tuition, is \$350. Fulfills G.E. requirement in Fine Arts. **Staff. 2**

241—DESIGN. An introductory course providing the student with a systematic illustration in theory and practice of the role and function of the stage designer. The course likewise provides an introduction to many of the media and techniques of the theatre designer. Projects will be based on play texts and will concentrate on the development of the student's ability to translate verbal, intellectual, and emotional concepts into concise, visual statements. Projects will include watercolor, collage, assemblage, scale models, graphics, and pictorial research. Emphasis will be placed on student's development of conceptual thinking in design that is incisive in its interpretation of plays and attuned to the visual demands of the modern theatre. **Staff. 4**

243—DRAFTING. An intensive study in basic drafting techniques used in the theatre. It includes isometric and orthographic projection, mechanical perspective, true size and shape, floor plans, sections, and light plots. **Sealey. 4**

245—LIGHTING. Lecture and laboratory to cover the physical properties of light and stage lighting equipment, as well as lighting design for the stage and film. Practical work on productions required. Prerequisite: 144 or consent. **Sealey. 4**

312—CINEMA SEMINAR. The subject for this seminar will vary from year to year, and will offer the advanced student of cinema intensive and humanistic investigation of specialized generic and stylistic problems in the field. Offered once each year. Research papers, screenings, critical essays, readings. Prerequisites: 104, 219, or 326. Repeatable. **Stout. 4**

324—HISTORY OF AMERICAN THEATRE. The derivation of American theatre in the patterns of colonial culture and the development of the theatre from the 18th Century to the present. A strong

emphasis is placed upon the development of drama in the 19th and 20th Centuries. Prerequisite: 201.

Brasmer. 4

325—HISTORY OF THE MODERN THEATRE. Survey of World Theatre History from 1880 to the present day, exclusive of America. Particular emphasis is placed on the various revolutionary movements of the continental and British theatre in the first four decades of the 20th Century.

Brasmer. 4

326—HISTORY OF CINEMA. A survey of the social and aesthetic impact and development of cinema from its literary and technological origins in the 19th Century, through the French and American development of the early silent cinema, Soviet expressive montage, German expressionist cinema, the French surrealist avant-garde, the studio years of Hollywood, Italian neo-realism, the new wave, and contemporary developments, including the recent influence of electronically generated and broadcast cinema. Offered every other year. Screenings, readings, research, and critical papers. Satisfies G.E. requirement in Fine Arts. Required of cinema majors.

Stout. 4

331—ACTING III: SCENE STUDY. The scene as a unit of theatrical form approached in terms of focus and interaction between characters. Repeatable. Prerequisites: 123 and 224.

Brasmer. 3

333—THEATRE WORKSHOP. Planning, rehearsing, and producing performances for the University Theatre or other faculty supervised performances. A student may enroll up to the eighth week of any semester on written permission of the departmental chairperson. Safety glasses required. By consent. 1-3 credits per semester with a maximum of 16 credits.

Staff. 1-2

341—COSTUME HISTORY. The intention of the course is to emphasize the development of historical dress and its relationship to theatrical costume. The course includes examination of the costumes of the peoples of the Near East, Mediterranean, the Middle Ages, Renaissance, Baroque, and 18th and 19th Centuries.

Staff. 4

345—TECHNICAL THEATRE II. Lecture and laboratory in advanced theatrical construction techniques, structural analysis of conventional materials and scenic projections. Work on productions is part of the laboratory experience. Prerequisite: 144.

Sealey. 4

347—COSTUME DESIGN. An introductory projects course concentrating in costume design. The course will explore specific problems in costume design, both technical and interpretive. Emphasis is on the importance of thorough historical research to the costume design process. Prerequisite: 241 or consent.

Staff. 4

361-362—DIRECTED STUDY.

Staff. 3-4

401—THEATRE PRACTICUM. Theory and creative practice in selected areas of theatre arts for the talented and superior student. As registration warrants, the areas listed below will be offered. No more than 15 credit hours in these areas will be counted toward graduation.

- Problems in Costuming
- Problems in Styles of Stage Direction
- Special Studies in Drama
- Problems in Theatre Management
- Advanced Problems in Scenic and/or Lighting Design
- Problems in Theatre Design
- Special Studies in Children's Theatre

Staff. 2-15

404—DRAMA SEMINAR. Intensive study in a major playwright, genre, form, or theme is the subject. The seminar topic will vary from year to year. Repeatable. Prerequisites: two courses in Dramatic Literature/Theatre History.

Staff. 4

410—ADVANCED CINEMA PRODUCTION. A production course designed for the advanced student of cinema. A rigorous and intensive practical course in the techniques of sound motion picture production. Working in the 16mm format, students will complete a series of individual and group projects. Production management, camera work, sensitometry, lighting, sound recording and mixing, double-system editing, printing and laboratory processes. Offered once each year. The student is expected to share in the expenses of his or her production work. Required of cinema majors. Prerequisite: 219.

Staff. 4

412—THEORY OF CINEMA. An investigation of the salient theories of cinema from the pioneering work of Eisenstein and Pudovkin to current work in ideological, structuralist, and semiotic analysis. Reference will be made to traditional literary and art criticism, as well as to relevant sociological

and anthropological research. Little attention will be paid to routine journalistic film criticism, screenings, readings, research, and critical papers. Offered every other year. Prerequisites: 104, or 219, or 326. Required of cinema majors. **Staff. 4**

415—PLAY DIRECTION. Theoretical and practical work in direction. Each student is responsible for selecting, casting, and rehearsing scenes and/or plays of various length. Prerequisites: 201, 144, and 121 or 123. **Brasmer. 3**

419—CINEMA WORKSHOP. Designed for a limited number of students who have demonstrated significant ability in cinema production. The course will involve the student in the creation of works of cinematic art in 16mm sound format as a total process from script to screen. Admission by consent. In addition to the prerequisites of 219 and 410, the student will be expected to share in the expenses of his or her production work. Offered each semester. Repeatable up to a limit of 16 credit hours. *It should be noted that the cinema workshop is not designed to provide professional training but rather to permit the student to explore his or her creative abilities while employing professional tools and procedures.* **Staff. 4**

424—SPECIAL TOPICS IN ACTING. Intensive work on a specific acting problem. The subject will vary from year to year. Possible topics include: new approaches to developing roles, styles of acting, interdependency of design and movement, and working with new scripts. Repeatable. By consent. **Staff. 1-3**

426—THEORY OF THE THEATRE. The analysis and comparison of dramatic theories from Aristotle to the present, with emphasis on recent and current issues in theatrical theory, criticism, and scholarship. Prerequisite: junior standing. **Staff. 4**

441—DESIGN SEMINAR. Design Seminar is intended for the advanced production and design student. Content will vary from year to year. Areas offered will range from problems in advanced design to scene painting and stage decoration. Emphasis will be on the theoretical and academic aspects of these areas as contrasted with the practical work offered in other courses. By consent. **Staff. 4**

451-452—SENIOR RESEARCH.

Staff. 4

458—SENIOR COMPREHENSIVE PROJECT. A practical project in performance, design, theatre, management, or film with work accomplished in the University Theatre or Theatre II. Course can be elected to satisfy a comprehensive experience in the department by B.F.A. majors only. The course is offered both semesters, but it can be taken only once. **Staff. 3**

461-462—INDIVIDUAL WORK FOR HONORS.

Staff. 4

The Administrative Staff

- Robert C. Good**, 1976- President
B.A., Haverford College; B.D., Yale Divinity School; Ph.D., Yale U.
- Lola C. Garrity**, 1962- Administrative Assistant to the President and
Secretary to the Board of Trustees
Provost
- Louis F. Brakeman**, 1962-
A.B., Kalamazoo College; M.A., Ph.D., Tufts U.
- Mary Philipps**, 1968- Administrative Assistant to the Provost
- Ann K. Fitzgerald**, 1972-73, 1974- Affirmative Action Officer
B.A., Mt. Holyoke College; M.A., U. of Wisconsin
- Anthony J. Lisska**, 1969- Dean of the College
A.B., Providence College; M.A., St. Stephen's College; Ph.D., Ohio State U.
- Charles P. Henry**, 1976- Assistant Dean of the College
A.B., Denison U.; M.A., Ph.D., U. of Chicago

General Administration

- Larry R. Murdock**, 1971- Registrar
B.A., Waynesburg College; M.A., Ohio U.
- Samuel D. Schaff**, 1948- Graduate School Counselor
A.B., Denison U.; M.A., Ohio State U.; Ed.D., Columbia U.
- John L. Jackson**, 1974- Dean of the Chapel
B.S., Miles College; M.Div., Harvard Divinity School
- David O. Woodyard**, 1960- Chaplain
B.A., Denison U.; M.Div., Union Theological Seminary; D.Min., Vanderbilt
Divinity School
- Robert S. Kirschner**, 1978- Jewish Rabbi
A.B., Stanford U.; M.A.H.L., Hebrew Union College
- Raymond J. Carter**, 1977- Catholic Priest
B.S., U. of Dayton; M.A.; Ohio State U.; Ph.D., Walden U.
- Charles B. Maurer**, 1971- Director of Library
B.A., A.M.L.S., U. of Michigan; M.A., Ph.D., Northwestern U.
- Robert J. Watson**, 1969- Assistant Librarian for Public Services
B.S., State U. of New York (Buffalo); M.S., State U. of New York (Albany);
M.L.S., State U. of New York (Geneseo)
- Margaret Hanson**, 1969- Reference Librarian
B.A., Upper Iowa U.; M.S. in L.S., U. of Kentucky
- Che Gil Chang**, 1971- Catalog Librarian
B.A., M.A., Seoul National U. (Korea); M.L.S., George Peabody College
- Elizabeth Tynan**, 1973- Assistant Reference Librarian
B.A., Beaver College; M.S. in L.S., U. of North Carolina
- Bruce R. Halverson**, 1976- Director of Theatre
B.A., Augustana College; Ph.D., U. of Washington
- Jeffrey S. Jalbert**, 1967- Director of Computer Center
B.A., Fairfield U.; Ph.D., Virginia Polytechnic Inst.
- Gordon L. Galloway**, 1967- Assistant Director of Computer Center
B.S., Franklin and Marshall College; Ph.D., Michigan State U.
- N. Douglas Hughes**, 1972- Systems Analyst
- Charles P. Henry**, 1976- Director of the Center for Black Studies
A.B., Denison U.; M.A., Ph.D., U. of Chicago

Eric Straumanis, 1977-
B.A., Tufts U.; M.A., Ph.D., U. of Maryland

Director of the January Term

Howard Griffith, 1978-

Director of Media Services

Student Services

F. Trevor Gamble, 1963-
A.B., Colgate U.; M.A., Ph.D., U. of Connecticut

Dean of Students

David A. Gibbons, 1961-
A.B., Oberlin College; B.D., S.T.M., Yale U.

Associate Dean of Students

To be appointed

Associate Dean of Students

Martha Rawlings, 1975-
B.S., Towson State College; M.A., Syracuse U.

Assistant Dean of Students

Nancy J. Cable, 1977-
B.A., Marietta College; M.Ed., U. of Vermont

Assistant Dean of Students

Christopher P. Cannon, 1977-
B.A., U. of North Carolina; M.S., Shippensburg State College

Assistant Dean of Students

Patricia Somers, 1976-
B.A., Michigan State U.; M.A., U. of Illinois

Director of Career and Life/Work Planning

Donald G. Tritt, 1959-
B.S., Ohio State U.; Ph.D., U. of Chicago

Director of Psychological Services

Judith Clementson-Mohr, 1978-
B.A., St. Olaf College; M.A., Ph.D., U. of Minnesota

Clinical Psychologist

Irving A. Nickerson, 1956-57, 1964-
B.A., M.D., Ohio State U.

Physician and Administrator of
Whisler Hospital

Roy Seils, 1963-
B.A., Denison U.; Ed.M., Ed.D., Boston U.

Director of Men's Athletics

Elizabeth C. Van Horn, 1953-
B.S.Ed., Miami U.; M.S., Wellesley College; Ph.D., Ohio State U.

Director of Women's Athletics

To be appointed

Administrator of Financial Aid

Admissions

Richard F. Boyden, 1977-
B.A., Wesleyan U.; M.S., U. of Maine

Director of Admissions

Gordon H. Condit, 1949-50, 1964-
B.A., Denison U.; M.A., Case Western Reserve U.

Associate Director of Admissions

Nancy Ball, 1974-
B.A., Denison U.; M.A., Indiana U.

Associate Director of Admissions

Theodore Sherron, 1975-
B.S., Delaware State College

Associate Director of Admissions

Martin R. Pollock, 1978-
B.A., Denison U.

Admissions Counselor

John L. Callaway III
B.S., Bucknell U.

Admissions Counselor

University Resources and Public Affairs

Mary Jane McDonald, 1976-
B.A., Denison U.

Executive Director of University Resources
and Public Affairs

Calvin K. Prine, 1959-
B.A., Denison U.; J.D., U. of Pennsylvania

To be appointed

Beatrice P. Stephens, 1947-
A.B., Lawrence U.

Thomas B. Martin, 1970-
B.A., Denison U.

Jonathan R. Wells, 1976-
B.A., Denison U.

Debra S. Deal, 1978-
B.S., Purdue U.

Victor C. Schlitzer, 1978-
B.A., College of the Holy Cross

To be appointed

Patricia C. Thomas, 1978-
B.A., U. of Michigan

Director of Institutional Development

Director of Deferred Giving

Director of Alumni Affairs

Director of Alumni Resources

Assistant Director of Alumni Resources

Director of Research

Director of Public Relations

Assistant Director of Public Relations

Events Coordinator

Finance and Management

J. Leslie Hicks, Jr., 1968-
B.A., Gettysburg College; M.S., Bucknell U.

Vice-President for Finance and Management

William C. Acklin, 1976-
B.S., Ohio State U.; M.B.A., U. of Dayton

Director of Personnel Services

Norma S. Franklin, 1974-

Payroll Supervisor

Kenneth W. Poole, 1966-
B.A., U. of Michigan

Business Manager

Warren E. Adams, 1971-

Director of Residence Hall Services

Raymond A. McKenna, 1955-
B.A., Brown U.

Manager of Bookstore

Raymond L. Rausch, 1962-
B.S., B.S.Ed., Ohio State U.

Coordinator of the College Union
and Assistant Manager of Bookstore

To be appointed

George J. Campbell, 1970-
B.S., Susquehanna U.

Director of Purchasing
Purchasing Agent

William J. Sharp, Jr., 1969-
B.S., Mch.Engr., Drexel Inst. of Technology

Director of Physical Plant

Arthur M. Shumway, 1955-

Chief Security and Safety Officer

Louis Petito, 1953-
B.A., Princeton U.; C.P.A.

Controller

Gwendolyn Williams, 1949-

Assistant to the Controller

Peter P. Wieliczko, 1966-
B.S., Babson Inst.

Treasurer

Dixie Hietala, 1975-

Cashier

Mark R. Donovan, 1978-
B.A., Earlham College

Food Service Director

Joan Patterson, 1962-

Manager, Huffman Dining Hall

Donald Block, 1977-
B.A., Michigan State U.

Manager, Curtis Dining Hall

Faculty Emeriti

- **K. Dale Archibald, 1948-75** Professor-Emeritus of Biology
B.A., Denison U.; B.D., Colgate-Rochester Divinity School; M.A., Ph.D., Ohio State U.
- **Francis C. Bayley, 1946-70** Professor-Emeritus of Logic
A.B., Dickinson College; B.D., Drew U.; Ph.D., Columbia U.
- **Lois E. Engleman, 1948-64** Librarian-Emeritus
B.A., Millikin U.; B.S. in L.S., Western Reserve U.; M.S., Columbia U.
- **W. Alfred Everhart, 1920-64** Professor-Emeritus of Chemistry
A.B., Miami U.; M.S., Lehigh U.; Ph.D., Ohio State U.
- **Donald R. Fitch, 1924-66** Registrar-Emeritus
Ph.B., M.S., Denison U.
- **Leland J. Gordon, 1931-63** Professor-Emeritus of Economics
B.S., A.M., Ph.D., U. of Pennsylvania
- **James W. Grimes, 1961-70** Professor-Emeritus of Visual Arts
B.F.A., M.F.A., Cornell U.; Ph.D., Ohio State U.
- **William Hall, 1954-75** Associate Professor-Emeritus of Speech Communication
B.A., M.A., West Virginia U.
- **Elizabeth Hartshorn, 1957-72** Dean of Women-Emeritus
B.S., Connecticut College; M.A., Columbia U.; Ed.D., U. of California at Los Angeles
- **Maylon H. Hepp, 1946-73** Professor-Emeritus of Philosophy
A.B., M.A., Oberlin College; Ph.D., Brown U.
- **Samuel M. Holton, 1956-66** Assistant Professor-Emeritus of Education
B.S., M.S., Denison U.
- **Richard H. Howe, 1920-63** Associate Professor-Emeritus of Physics and Astronomy
B.S., M.S., Denison U.
- **Alfred J. Johnson, 1928-66** Business Manager-Emeritus
B.A., Denison U.; M.B.A., Harvard U.
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- **A. Collins Ladner, 1928-53** Assistant Professor-Emeritus of Mathematics
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- **Herman W. Larson, 1944-76** Associate Professor-Emeritus of Music
A.B., Augustana College (S.D.)
- **Nancy E. Lewis, 1946-76** Professor-Emeritus of English
A.B., Denison U.; M.A., Duke U.; Ph.D., Ohio State U.
- **Parker E. Lichtenstein, 1949-78** Professor-Emeritus of Psychology
B.S., M.S., U. of Massachusetts; Ph.D., Indiana U.
- **Danner L. Mahood, 1927-66** Associate Professor-Emeritus of English
B.S., Davidson College; M.S., U. of Virginia
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A.B., A.M., College of William and Mary
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A.B., Gordon College; M.A., U. of New Hampshire; Ph.D., Boston U.
- **George D. Morgan, 1927-62** Professor-Emeritus of Biology
B.S., Denison U.; M.S., U. of Pittsburgh; Ph.D., Ohio State U.
- **Virginia Northrup, 1952-75** Associate Professor-Emeritus of Dance
B.A., William Smith College; M.A., Sarah Lawrence College

- Ruth A. Outland**, 1941-64 Director-Emeritus of Public Information
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B.A., Lawrence U.; M.S., Massachusetts Inst. of Technology; Ph.D., U. of Chicago
- Samuel D. Schaff**, 1948-78 Registrar-Emeritus
B.A., Denison U.; M.A., Ohio State U.; Ph.D., Columbia U.
- Walter Secor**, 1940-75 Professor-Emeritus of French
A.B., Grinnell College; M.A., Ph.D., Columbia U.
- Ellenor O. Shannon**, 1936-65 Associate Professor-Emeritus of English
A.B., Tulane U.; A.M., Columbia U.
- Natalie M. Shepard**, 1950-73 Professor-Emeritus of Physical Education
B.S., Alfred U.; M.A., Columbia U.; Ed.D., New York U.
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B.A., M.A., Ph.D., Harvard U.
- Brayton Stark**, 1927-61 Associate Professor-Emeritus of Music
Mus.B., A.B., Denison U.; A.M., Harvard U.; F.A.G.O.
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B.A., Tufts U.; Ph.D., U. of Pennsylvania
- Harold H. Titus**, 1928-64 Professor-Emeritus of Philosophy
A.B., D.Litt., Acadia U.; B.D., Colgate Rochester Divinity School; Ph.D., U. of Chicago
- Harry V. Truman**, 1948-67 Professor-Emeritus of Biology
A.B., Ohio Wesleyan U.; A.M., Western Reserve U.; Ph.D., U. of Wisconsin
- Samuel C. Wheeler**, 1948-78 Professor-Emeritus of Physics
A.B., Miami (O.) U.; M.S., U. of Illinois; Ph.D., Ohio State U.
- Irvin S. Wolf**, 1954-76 Professor-Emeritus of Psychology
A.B., Manchester College; M.A., Ph.D., Indiana U.

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News Correspondent, CBS Television News

2020 M St., N.W., Washington, D.C. 20036

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*J. William Henderson, Jr., B.A., M.B.A., Ph.D.

Consultant,

4740 Riverside Dr., Columbus, O. 43220

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*John J. O'Neill, B.A.

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Attorney-at-Law, Black, McCuskey, Souers,

1200 Harter Bank Bldg., Canton, O. 44702

and Arbaugh

*Denison Alumnus

***John E. F. Wood, A.B., M.A., LL.B.**
140 Broadway, 45th Floor, N.Y., N.Y. 10005

Attorney-at-Law, Dewey, Ballantine,
Bushby, Palmer, and Wood

Class III — Terms Expire June, 1981

Edward T. Gardner, Jr., B.S.
52 Vanderbilt Ave., N.Y., N.Y. 10017

President, Gardner Enterprises, Inc.

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1801 "K" St. N.W., Washington, D.C. 20006 Westinghouse Electric Corp.

***Malcolm A. McNiven, B.A., M.S., Ph.D.** Vice President for Marketing Research,
608 Second Ave., Minneapolis, Minn. 55402 Pillsbury Co.

***Richard E. Speidel, B.A., LL.B., LL.M.** Dean of Law, Boston University
Boston University, Boston, Mass. 02215

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Retired

Denison Calendar for 1978-79

First Semester 1978

September 2 (Sat.) — College Residence Halls open
Sept. 3-4 (Sun.-Mon.) — Orientation for Freshmen and Transfer Students who did not participate in June Orientation
Sept. 5 (Tues.) — Registration for First Semester
Sept. 6 (Wed.) — Classes begin, 8:30 am
Sept. 30 (Sat.) — Fall Parents' Weekend
October 14-17 (Sat.-Tues.) — Fall Break
Oct. 18 (Wed.) — Classes resume, 8:30 am
Oct. 20 (Fri.) — Midsemester grades due for Freshmen
Oct. 21 (Sat.) — Homecoming
Nov. 22 (Wed.) — Thanksgiving Vacation begins, 12:20 pm
Nov. 27 (Mon.) — Classes resume, 8:30 am
December 12 (Tues.) — Classes end
Dec. 13-14 (Wed.-Thurs.) — Reading and Study Days
Dec. 15-16 (Fri.-Sat.) — Final Examinations
Dec. 17 (Sun.) — Reading and Study Day
Dec. 18-19 (Mon.-Tues.) — Final Examinations
Dec. 20 (Wed.) — First Semester ends, 5:00 pm

January Term

January 2 (Tues.) — January Term opens
Jan. 26 (Fri.) — January Term ends

Second Semester 1979

January 29 (Mon.) — Registration for Second Semester
Jan. 30 (Tues.) — Classes begin, 8:30 am
March 23 (Fri.) — Spring Vacation begins, 5:00 pm
April 2 (Mon.) — Classes resume, 8:30 am
April 28 (Sat.) — Spring Parents' Weekend
May 15 (Tues.) — Classes end
May 16-17 (Wed.-Thurs.) Reading and Study Days
May 18-19 (Fri.-Sat.) — Final Examinations
May 20 (Sun.) — Reading and Study Day
May 21-22 (Mon.-Tues.) — Final Examinations
May 23 (Wed.) — Second Semester ends, 5:00 pm
May 25 (Fri.) — Baccalaureate Service
May 26 (Sat.) — Commencement

Two day orientation sessions will be held for incoming freshmen and transfer students through the month of June.

Denison Calendar for 1979-80

(tentative)

First Semester 1979

- September 1 (Sat.) — College Residence Halls open
- Sept. 2-3 (Sun.-Mon.) — Orientation for Freshmen and Transfer Students who did not participate in June Orientation
- Sept. 4 (Tues.) — Registration for First Semester
- Sept. 5 (Wed.) — Classes begin, 8:30 am
- October 6 (Sat.) — Fall Parents' Weekend
- Oct. 19 (Fri.) — Midsemester grades due for Freshmen and Sophomores
- Oct. 20-23 (Sat.-Tues.) — Fall Break
- Oct. 24 (Wed.) — Classes resume, 8:30 am
- Oct. 27 (Sat.) — Homecoming
- November 21 (Wed.) — Thanksgiving Vacation begins, 12:30 pm
- Nov. 26 (Mon.) — Classes resume, 8:30 am
- December 14 (Fri.) — Classes end
- Dec. 15-16 (Sat.-Sun.) — Reading and Study Days
- Dec. 17-20 (Mon.-Thurs.) — Final Examinations
- Dec. 21 (Fri.) — First Semester ends, 5:00 pm

January Term

- January 7 (Mon.) — January Term opens
- February 1 (Fri.) — January Term ends

Second Semester 1980

- Feb. 4 (Mon.) — Registration for Second Semester
- Feb. 5 (Tues.) — Classes begin, 8:30 am
- March 20 (Thurs.) — Midsemester grades due for Freshmen and Sophomores
- Mar. 21 (Fri.) — Spring Vacation begins, 5:00 pm
- Mar. 31 (Mon.) — Classes resume, 8:30 am
- April 26 (Sat.) — Spring Parents' Weekend
- May 20 (Tues.) — Classes end
- May 21-22 (Wed.-Thurs.) — Reading and Study Days
- May 23-24 (Fri.-Sat.) — Final Examinations
- May 25 (Sun.) — Reading and Study Day
- May 26-27 (Mon.-Tues.) — Final Examinations
- May 28 (Wed.) — Second Semester ends, 5:00 pm
- May 30 (Fri.) — Baccalaureate Service
- May 31 (Sat.) — Commencement

Two day orientation sessions will be held for incoming freshmen and transfer students through the month of June.

Nondiscrimination Policy

Denison University does not engage in discrimination in its programs, activities, and policies against students, prospective students, employees, or prospective employees, on account of race, color, religion, ethnic or national origin, age, personal handicap, or sex. Such policy is in compliance with the requirements of Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Rehabilitation Act of 1973, and all other applicable federal, state, and local statutes, ordinances and regulations.